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1908

STATE OF MARYLAND

PUBLIC SCHOOL

SYSTEM

BY-LAWS

—INCLUDING—

NEW COURSE OF STUDY FOR ELEMENTARY
AND HIGH SCHOOLS

ADOPTED BY
THE STATE BOARD OF EDUCATION

1908

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BY-LAWS,
RULES AND REGULATIONS
FOR THE ADMINISTRATION
— OF THE —
PUBLIC SCHOOL SYSTEM
— OF THE —
STATE OF MARYLAND.

ADOPTED BY
THE STATE BOARD OF EDUCATION
February 22, 1905,
Revised August 29, 1908,
AND PUBLISHED BY ITS AUTHORITY.

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Department of Education.

OFFICE OF THE STATE BOARD OF EDUCATION, }
ANNAPOLIS, MD., AUGUST 29, 1908. }

To the Teachers and Officials of the Public School System of Maryland:

At a meeting of the State Board of Education held this day, the following By-Laws, Rules and Regulations for the administration of the Public School System of the State of Maryland, adopted February 22, 1905, were revised to make same consistent with the Acts of Assembly of 1904, 1906, and 1908, relating to public education. The revised course of study, embodying eleven year grades, is also included herewith. It is the request of the State Board of Education that a copy of same shall be placed in the hands of every Public School Teacher in the counties of the State.

Respectfully submitted,

AUSTIN L. CROTHERS (Governor), *President.*

M. BATES STEPHENS, *Secretary.*

ZADOC P. WHARTON.

CLAYTON PURNELL.

ROBERT C. COLE.

RUFUS K. WOOD.

WILLIAM S. POWELL.

THOMAS H. LEWIS.

By-Laws, Rules and Regulations.

ARTICLE I.

STATE BOARD OF EDUCATION.

1. The State Board of Education shall hold regular meetings on the last Wednesday in May, August, November and February in every year, and special meetings in pursuance of adjournment, or at the call of the President, the Secretary or any three members of the Board.

2. It shall be the duty of the State Board of Education:

a. To cause the provisions of the school law to be carried into effect, and, if necessary, to institute legal proceedings for that purpose with the advice of the Attorney-General;

b. To enact By-Laws, Rules and Regulations for the proper and efficient administration of the Public School System not at variance with Article 77 of the Code of Public General Laws of Maryland, which By-Laws, Rules and Regulations when enacted and published shall have the force of law;

c. To suspend or remove any County Superintendent who may be found inefficient in or incompetent for the discharge of the duties assigned him or guilty of such moral delinquency as unfits him for the office he holds;

d. To exercise a general care and supervision of the public school interests of the state, explain the true intent and meaning of the School Law, decide, without expense to the parties concerned, all controversies and disputes that may arise under it (and its decision shall be final), act as assistants and advisers of the various County School Boards, and to issue in connection with the By-Laws, Rules and Regulations, as a part thereof, circulars containing the rulings of the State Board of Education respecting the true intent and meaning of the Public School Law;

e. To make a report to the Governor of the State, annually, on or before the first day of January, of the condition of the schools, a statement of the apportionment of the school fund, abstracts of County School Boards' reports, including receipts and disbursements of said Boards on account of running the schools, prescribe a uniform series of blanks for the teachers and County School Boards, and to require all accounts to be kept and returns to be made according to such forms, and to issue, from time to time, circular letters and pamphlets to teachers and county school officials on topics connected with the administration of the schools;

f. To appoint the Principal and as many assistant teachers of each of the State Normal Schools as may be necessary and to fix their salaries, except such as may be fixed by law, arrange and prescribe a normal or professional course for each State Normal School or Normal Department receiving State aid, and also shall prescribe the age and scholastic attain-

ments of students to be admitted to the academic course, fill vacancies in scholarships to such State Normal Schools and Normal Departments receiving State aid, to admit pay students to such State Normal Schools and Normal School Departments and to act as trustees for and supervise same in every particular;

g. To prescribe a course of study for the public schools of the State, including the High Schools, Manual Training and Commercial Departments; examine candidates for the office of County Superintendent when requested by the County School Board, and, when found qualified, to give a certificate to that effect; grant professional or life certificates to teachers of long experience and established reputation, under such conditions and regulations as the State Board of Education may adopt, which shall be valid until revoked for cause, and to prepare and furnish a list of books suitable for public school libraries;

h. To receive and hold on deposit in some banking institution, to be selected by the Board, all monies to which it is entitled by law, and to disburse and pay out same upon the order of the Board by the check of its Treasurer countersigned by the Secretary of the Board; receive and hold in trust all donations or bequests of money or personal property and all grants and devises of lands for the benefit of any Normal School or Normal Department, and carefully examine the applications of all persons asking to be placed on the "Teachers' Retired List," deciding which applicants are worthy to be placed on such list to receive an annual pension, and to certify such names to the Comptroller.

3. An honorary member of the State Board of Education may attend any regular meeting thereof, and shall have the right to be heard upon any question affecting the interests of the school represented by him, but shall not have the right to be present at executive sessions of the Board, which sessions shall be attended only by the active members of the Board.

ARTICLE II.

STATE SUPERINTENDENT OF PUBLIC EDUCATION.

1. The State Superintendent of Public Education is the executive officer of the State Board of Education and is *ex officio* a member thereof and its Secretary. He shall conduct the correspondence of the State Board, keep its records and prepare the Annual School Report.

2. It shall further be the duty of the State Superintendent of Public Education:

a. To inform himself and the State Board of Education of the condition of the Public Schools throughout the State, and to diffuse information among school officials and teachers as to the best methods of teaching;

b. To cause to be printed and distributed to the Public School Teachers of the State, each year, a pamphlet for the proper observance of Arbor Day, a teachers' manual of prescribed work for the county institute; the proceedings of the Maryland State Teachers' Association, and such other circulars and printed matter as will encourage the work of public instruction and promote its uniformity; provided all bills for such expen-

ditures shall be approved by the State Board of Education;

c. To receive and present to the State Board of Education the reports of the various Board of County School Commissioners and to examine said County Boards' statements of expenditures of school funds and submit his judgment of the same to said State Board of Education;

d. To endorse such Normal School diplomas from other States as he may deem proper, and when so endorsed they shall be legal certificates to teach in any Elementary Public School of the counties of the State until revoked;

e. To arrange dates for Teachers' Institutes and assist the County Superintendent in the preparation of the program for the same, and to attend and preside over said institutes when in session, if possible, and give instruction;

f. To visit annually the High Schools of the State unless the State Board of Education shall designate a Principal of a State Normal School or one of the Faculty of same for such purpose; furnish the State Board of Education annually in the month of August a list of accredited High Schools of the State, together with such suggestions for their improvement as he shall deem proper, and to supervise and inspect the work of the Manual Training, Industrial Schools and Commercial Departments of approved High Schools of the State, collect all necessary statistics pertaining thereto and submit annually before the 20th day of August his report of same to the State Board of Education, and shall attach to such report a copy of the certificate, required by law, to be furnished the Comptroller.

3. The Superintendent shall nominate on or before July 31st of each year, subject to election or confirmation by the State Board of Education, an Assistant State Superintendent of Public Education. The said Assistant Superintendent so nominated and elected shall assist the State Superintendent in such branches of his office and field work as may, in the discretion of said Superintendent, be committed to him, and efficiently perform all such clerical duties as may be required of him by either said Superintendent or the State Board of Education.

4. Whenever the Secretary to the State Board of Education shall be designated to serve as its Treasurer, he shall give bond to the said Board for the faithful discharge of his duties as Treasurer in the sum of Ten Thousand dollars.

5. The term of services of the Assistant to the Superintendent, and also of the Treasurer of the State Board of Education, shall end on the 31st day of July of every year, unless sooner terminated for cause.

6. The Treasurer shall deposit all public monies received by him in the name of the State Board of Education in such incorporated bank or banks as the Board shall direct. He shall pay out all monies by check, countersigned by the Secretary, and no bills shall be paid until approved by the Board and ordered to be paid, except such fixed salaries and janitors' wages as shall be actually due: When the money is in hand these salaries and wages shall be paid at the end of each month. The Treasurer shall keep accurate accounts of all monies received and disbursed by him and

shall preserve the same and all vouchers relating thereto, and shall deliver all such accounts and vouchers to his successor in office; and the same shall be open, at all times, to inspection by members of the Board or any other persons directly interested therein.

7. The Treasurer shall indicate in the Cash Book the particular source from which each item of income is received, and shall keep separate accounts of the several funds of which he shall have the custody; and no money belonging to one fund shall be applied to any other purpose than the one for which it was appropriated without an order from the Board. He shall enter in his Cash Book the purpose of each disbursement, and the vouchers for all disbursements shall likewise show the purpose of each disbursement separately. He shall have the accounts of the Board at each bank where any of its monies may be deposited balanced at least once in every six months and one of such balances shall be made at each of said banks on the 31st day of July in every year. The bank books and all vouchers and account books shall be submitted to the Board at the end of each fiscal year and at other times when requested.

ARTICLE III.

BOARDS OF COUNTY SCHOOL COMMISSIONERS.

1. The Board of County School Commissioners for each county shall meet for organization on the first Tuesday in May next succeeding their appointment, or as soon thereafter as may be during said month of May, and elect one of their number President of the Board, and a person not a member of the Board to serve as its Secretary, Treasurer and County Superintendent of Public Education. Notices of these elections, and of any subsequent change of officers, signed by the President and Secretary of the Board, shall be sent forthwith to the Comptroller and to the Secretary of the State Board of Education.

2. In counties where there are more than eighty-five schools, the Board may, in its discretion, appoint a clerk and fix his salary; and where the number of teachers in a county exceed one hundred and seventy-five the Board may, in its discretion, appoint an assistant County Superintendent.

3. The Board shall meet in regular session within fifteen days after the close of each term, and at other times in special session, in pursuance of adjournment or by call of the President or the Secretary or a majority of the Board; provided every member of the Board shall have due and timely notice of such special session. The days for holding the regular quarterly meetings shall be determined by the Board and made known to the public.

4. The rules generally adopted by deliberative bodies for their government shall be observed, so far as applicable by the Boards of County School Commissioners. No motion or resolution (except a motion to adjourn) shall be declared adopted without the concurrence of a majority of the whole Board, viz: two members when the Board consists of three, and four members, when the Board consists of six members.

5. The Board of County School Commissioners shall have the general

supervision and control of all the schools of their respective counties, and shall have power to determine all questions of dispute arising in the administration of the school law in the county, except in cases where the power has been otherwise specially delegated. An accurate record must be made of each case decided, in order that, if an appeal be taken to the State Board of Education, all facts may be submitted.

6. The Board of County School Commissioners shall locate, build, repair and furnish school houses unless otherwise specially provided by law; they shall adopt, purchase, change, when deemed expedient, and distribute text-books, and furnish the same free of cost for use in the public schools of the State, subject to the order of said Boards, under such rules and regulations as they may adopt for the care, safe-keeping and return of same; they shall award the contract to furnish books to the lowest responsible bidder after an opportunity has been given for competitive bidding, and they shall fully set forth in their annual report to the State Board of Education the title, the name of the publisher and the net price paid for each book.

7. It shall be the duty of the Board of County School Commissioners:

a. To appoint the Principals of all High Schools, and, after advising with the Principal of a school where an assistant or assistants are employed, to appoint all assistant teachers;

b. To consolidate schools when in their judgment consolidation is practicable and desirable and to arrange for and pay the necessary cost of transporting pupils to and from such consolidated schools, and determine what pupils shall thus be transported at public expense;

c. To confirm or reject the appointments of principal teachers, to examine any charge preferred against the moral character of any teacher, and fix the salaries of principal teachers and assistants;

d. To appoint annually, during the month of May and at their first meeting of that month, three persons, residents of the school district for which appointed, to act as District School Trustees;

e. To prevent the use of school property for any other than Public School purposes and school district meetings, unless by the written consent of a majority of the County School Board;

f. To make an annual report to the State Board of Education on, or before, the first day of September of the condition of the schools on such blank forms, and containing such statistics, as the State Board of Education may prescribe or require, and publish annually in the month of November, in such manner and form as they may deem proper, a statement of receipts and disbursements, including the monies received and disbursed on account of text-books, and a statement of the indebtedness of the Board at the close of the fiscal year, and forward a copy to the State Board of Education;

g. To give due notice in writing to the County Commissioners of the amount needed to keep the schools open at least nine months, and also the amount needed to keep them open ten months in the year, and also amount needed for building new school houses and repairing old

ones,—these statements to be made separately,—furnish plans and drawings for all new school houses to be constructed in the county, and close any school which does not maintain an average attendance of ten pupils or maintain same in part by private subscription, and in part from the school fund, rating a full school at twenty pupils;

h. To select students possessing the requisite qualifications for the free scholarships of the State Normal Schools and Normal School Departments receiving State aid, and also to name, wherever practicable, alternates for these scholarships, who shall enjoy the scholarship if for any reason the principal fails to use same;

i. To select a suitable site for a school house in every district where a new school house is to be built, or a change of location in the school house site shall be deemed necessary; purchase or receive donations of school house sites; but in no case to build upon or occupy any school house site, purchased or donated, until a good title to the same shall have been acquired in the name of the Board of County School Commissioners, and they are authorized to sell or lease any lot or building formerly owned for school purposes but which may be unused because of consolidation of school districts or for any other reason;

j. To designate the respective schools under their charge as schools No. 1, 2, and 3, and so forth, of their respective election districts;

k. To order the payment of teachers' salaries and all incidental expenses of the schools then due at the first meeting of the Board after the close of the term. If the funds on hand are not sufficient for this purpose the Board is authorized to borrow temporarily what may be needed, and to give a note for the amount, signed by the President and the Treasurer;

l. To appoint qualified persons as instructors in the Manual, Industrial and Commercial Training Departments, equip these departments properly, fix the salaries of the instructors—all of which costs are to be charged to the accounts of the special appropriations for these departments—and include in the annual report to be made to the State Board of Education a full statement of receipts and disbursements on account of each fund.

ARTICLE IV.

DISTRICT SCHOOL TRUSTEES.

1. The Board of District School Trustees shall meet within thirty days after their appointment, and at their first meeting appoint a chairman, who shall be one of their number, notice of whose appointment shall at once be sent to the Board of County School Commissioners. The Principal Teacher of the school, whose appointment as such shall have been confirmed by the County School Board, shall be *ex officio* secretary and the executive officer of the Board of District School Trustees.

2. They shall take and subscribe the oath or affirmation of office prescribed by the constitution before one of the County School Commissioners, the County Superintendent or his assistant or duly appointed clerk, or before any other officer duly authorized to administer oaths. No County

School Commissioner, County Superintendent, Assistant County Superintendent or Clerk to the County School Board shall charge or receive any fee for administering any oath.

3. They shall have the care of all houses and lands connected therewith intended for school purposes, also of the furniture, apparatus and other school property; they shall attend to all repairs, first notifying the Board of County School Commissioners of the repairs needed and submitting an estimate of the cost of the same, and, when the estimate is approved by the County School Board, the Trustees shall have the repairs made, or the work may be ordered to be done by the County Superintendent; but the cost of glazing, necessary whitewashing and the securing of doors and windows, may be charged among the incidental, sanitary and repair expenses of the school, provided the total cost does not exceed five dollars in any one term, and the teacher shall inclose with his report an itemized bill of such expenses for the approval of the County School Board.

4. The Trustees shall appoint and employ a Principal Teacher from among those persons who hold a legal certificate, which appointment shall be reported to the County School Board for confirmation on the required blank form and to be signed by a majority of the Trustees.

5. Principal Teachers who have been duly appointed, and their appointments confirmed by the County School Board, may be removed at any time by the Board of District School Trustees by their giving the Teacher thirty days' notice in writing of dismissal, provided the District School Trustees, or a majority thereof, shall furnish in writing the reasons for such dismissal when asked for by the Teacher so notified, and provided further that the demand for such reasons be made by the Teacher within ten days from the time of receiving such written notice of dismissal; an appeal from the action of the Board of District School Trustees may be taken by the Teacher to the County School Board within ten days after he or she shall have received such reasons or charges in writing. The reasons or charges given by the Trustees must be specific and the action of the County School Board in the premises shall be final.

6. They shall have general supervision over their respective schools and shall visit them frequently. They shall see that every school house site is provided with suitable outbuildings, which shall be kept in good repair and condition.

7. In case of neglect of duty, or refusal to act, on the part of the members of the Board of District School Trustees, or any of them, their places shall be declared vacant by the Board of County School Commissioners, who shall fill the same.

ARTICLE V.

COUNTY SUPERINTENDENT.

1. The County Superintendent of Public Education, who shall also be the Secretary and Treasurer of the Board of County School Commissioners, shall enter upon the duties of his office on the first day of August ensuing his election (unless appointed to fill out an unexpired term), by

taking the oath of office prescribed by the Constitution before the Clerk of the Circuit Court of the county for which he shall be appointed.

2. The County Superintendent, as Secretary and Treasurer of the Board of County School Commissioners, shall give bond to the State of Maryland in such penal sum as the Board may determine, conditioned that he will faithfully perform the duties of Secretary and Treasurer, pay over and apply all monies that shall come into his hands or care, as Treasurer, to such persons and in such manner as said Board may lawfully direct, that he will keep a full account of all monies received and paid out by him and preserve the same and all vouchers relating thereto, and deliver all books and vouchers relating to his office to his successor; which bond shall be signed by the Secretary and Treasurer and by two good sureties, or by any bonding, deposit or trust company of Maryland, having by law the power to act as such surety, which said bond shall be approved by the Board and filed with the Clerk of the Circuit Court.

3. It shall be the duty of the County Superintendent, as Secretary and Treasurer of the Board, to attend every meeting of the Board of County School Commissioners and to keep an accurate minute of the proceedings, and, after the same shall have been duly approved by the Board, to record said minutes or proceedings in a well-bound book to be kept for the purpose. The record book of the proceedings shall be indexed for easy reference and shall be accessible to any member of the Board or to any other interested person.

4. As Secretary he shall carefully file and safely keep all letters, written reports and other papers relating to the office or the business of the Board, and all the correspondence pertaining thereto.

5. He shall prepare, on proper blank forms, and submit to the County School Commissioners for their consideration and approval, the annual report to the State Board of Education, on or before the first day of September of each year.

6. He shall notify the Comptroller on or before the fifteenth day of January of each year how many months the schools of the county have been kept open during the calendar year ending December 31st next preceding.

7. He shall receipt for all monies received, and deposit the same in some incorporated bank to his credit as Treasurer of the Board of County School Commissioners, keeping an accurate account of the same, and distinguishing the particular source from which each item is received, and he shall disburse the same by check, under the order of the Board, for which he shall take receipts showing the purpose of each disbursement separately and file same among the papers of the office. Manual Training appropriations, the Free School Book fund and the appropriation for the Commercial Course must be kept separately from the General School Fund and these funds cannot be used for any other purpose than the one for which the appropriation was made.

8. He shall devote his whole time to public school business, and shall not engage in any profession, occupation or employment which will pre-

vent him from so doing. He shall take charge of and keep open the office of the Board during business hours on such days in every week as the Board may direct, of which days public notice shall be given; but in counties where there is a Clerk to the Board or an Assistant Superintendent the office of the Board shall be kept open during business hours daily, as far as practicable.

9. On vacating his office he shall deliver his books, vouchers and all official papers to his successor in office. All books of account and of record shall be completed and posted up to and including date of leaving the office, and no salary shall be paid until this provision has been complied with

10. He shall hold annual examinations for applicants for Teachers' certificates in the presence of at least one of the County School Commissioners or one of the District School Trustees, at such time and place as the County School Board may direct, of which due notice shall be given in the newspapers; and no other or special examination for such applicants shall be held without the special order of the School Board; but an examination may be continued or adjourned by the County Superintendent. The examination for Teachers' Certificates shall be in writing, and the papers of all applicants shall be preserved and duly filed for two years, subject to inspection of the County School Board or the State Board of Education. The percentage of questions correctly answered in each branch shall be marked on the examination papers and recorded in a book kept for that purpose, and any applicant for a Teachers' Certificate, when so ordered by the County School Board, may inspect his or her examination papers in the presence of the County Superintendent or the Assistant County Superintendent.

11. He shall issue Teachers' Certificates to the persons entitled to receive them under and by direction of the County School Board, but no certificate shall be granted to any person without satisfactory proof of his or her good moral character nor to any male under the age of nineteen, or to any female under the age of eighteen years of age, or to any person addicted to the use of intoxicating liquors. Certificates thus issued shall continue in force for six months, unless sooner revoked for cause, unless the County Superintendent shall have become satisfied from personal observation of the teacher's ability to govern a school and to impart instruction in the various branches taught in the public schools. When he shall have been satisfied in regard to these matters he shall issue a certificate or endorse the one already issued which may be good for five years, unless sooner revoked for cause; but a person, holding a certificate, who fails to obtain a school within six months after the issuance of the same, shall not be required to pass another examination for fifteen months from the date of the granting of the certificate. Certificates of the first grade, or first class of the second grade may be renewed with or without an examination at the order of the County School Board, but certificates of the second or third class of the second grade shall not be renewed beyond five years without the approval of the State Board of Education. The County Superin-

tendent shall not be allowed to make any charge or receive any fee for issuing or renewing any certificate.

12. He shall visit the schools of his county three times in each year, if the teachers number sixty or less; twice in each year if they number more than sixty and less than one hundred and seventy-five, and once in each year, if there be more than one hundred and seventy-five teachers. But in counties where there is an Assistant, such Assistant may visit the schools when necessary by direction of the County Superintendent, and all schools of said county should be visited twice in each year. He shall observe the methods of the teachers and give them such practical suggestions as circumstances may prompt. He shall examine the pupils in the schools as to their proficiency in the work of the grades to which they have been assigned, inquire into all matters of discipline and management of the schools and advise and assist the teacher in regulating the same according to law.

13. He shall prepare and furnish the teacher of the county a course of study conforming to the Course of Study prescribed by the State Board of Education for the public schools of the State and adapted to the text-books used in his county; and shall cause the schools to be graded and organized to conform to the requirements of said course of study.

14. He shall, in his official visits to the schools, examine the condition of the school houses, school grounds, fences, outbuildings, furniture and text-books, and shall suggest methods for improving and beautifying the school grounds, warming and ventilating the school houses, decorating the school walls, forming school libraries; and he shall make a memorandum of the condition of each school house, of the furniture therein and of the outbuildings and fences connected therewith, in his official Note Book which he shall carry with him for the purpose, which record shall be preserved among the records of the office for the information of the members of the County School Board or other persons directly interested.

15. He shall cause to be held twice in each scholastic year an examination of pupils in the various branches of their grades. The first examination shall be held in the month of January and the questions for same shall be prepared by the County Superintendent, or at his direction, by the teachers, provided a copy of such questions prepared by the teachers shall be sent to the County Superintendent within six days from the close of the examination. The second examination of pupils, for promotion, shall be held the last week of the school year, or the week preceding; and the questions for this examination shall be prepared by the County Superintendent and sent to each Principal Teacher in due time, and the same shall not be opened by the teacher until the day for beginning the examination. The results of the examination and all promotions of pupils must be made on proper blank forms and sent to the County Superintendent with report for Summer Term.

16. He shall organize once in each year a five-days' Teachers' Institute, the same to be held at such time as the State Superintendent may fix, and at such place as may be selected by the President of the County School

Board. All teachers in actual employment shall be notified at least two weeks in advance of the time and place of the meeting of the institute, and be furnished a program of same as prepared by the County Superintendent. Teachers are required to attend these institutes, and failure to attend, unless caused by sickness, will be attended by a reduction of salary to be fixed by the County School Board. At these County Institutes the County Superintendent shall preside, if for any reason the State Superintendent cannot attend, and shall make such suggestions and give such talks from day to day as he may consider important for the purpose of increasing the efficiency of the schools and improving the work of the teacher. He shall report to the County School Board the names of all teachers who are absent from the institute. He may also organize one or more Teachers' Associations, which may meet at least three times a year, encourage the work of the Maryland State Teachers' Reading Circle and shall supervise any Manual or Industrial Training School organized in his county.

17. He shall make himself familiar with the Public School Law of the State and the By-Laws, Rules and Regulations of the State Board of Education. By the acceptance of the office he binds himself to the observance of all the provisions which regulate his office and prescribe his duties. In cases of doubt he should apply to the State Board of Education as the authorized interpreter of the law.

ARTICLE VI.

TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the County School Board:

I,....., having been appointed a teacher in the public school of.....County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice, discharge the duties of a teacher, in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

.....Teacher.

State of Maryland.....County to wit:
Sworn (or affirmed) before the subscriber.....
by....., teacher, who in my
presence has thereto set.....name this.....
day of.....19....

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give

their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the County Superintendent, the Trustees and the Commissioners, whenever desired.

4. They shall make a term report to the School Board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable to each particular school. They shall swear or affirm to this report before a Justice of the Peace or a School Commissioner, if required by the By-Laws of the County School Board; they shall have it endorsed by at least two School Trustees; and shall deliver it to the County Superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the Trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons, which reasons shall be stated in the quarterly report, the teacher shall forfeit the proportionate amount of salary; but no deduction shall be made by the Board for sickness not exceeding three days in one term. Time lost shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence shall be noted in the quarterly report; and the cause of absence for each day.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the Trustees or County School Board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the Board, unless reinstated by the County School Board.

10. Every teacher shall furnish to the County School Board an inventory of the books and stationery belonging to the Board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the Board of District School Trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the Board of County School Commissioners for confirmation, and shall not be valid unless

confirmed. The following shall be the form of contract and no other form shall be legal:

TEACHER'S CONTRACT.

STATE OF MARYLAND, COUNTY OF.....19....

It is hereby agreed by and between the District School Trustees of School No....., District No..... and that the said..... shall be and..... is hereby appointed to teach at said school, subject to the confirmation and requirements of the Board of County School Commissioners ofCounty, and to the provisions of the Public School Laws of the State of Maryland, and at such salary as the said Board of County School Commissioners may direct, provided, however, that no white teacher regularly employed in a public school of said State, having an average attendance of fifteen pupils or more, shall receive as a salary less than three hundred dollars per school year; and provided further, that all white teachers, holding a first class teachers' certificate, who have taught for a period of three years in any of the public schools of said State, shall receive as a salary not less than three hundred and fifty dollars per school year; that all such teachers, who have taught in said schools for a period of five years, shall receive as a salary not less than four hundred dollars per school year; that all such teachers, who have taught in said schools for a period of eight years, shall receive as a salary not less than four hundred and fifty dollars per school year, and that all white teachers holding a second class teachers' certificate, who have taught in said public schools for a period of eight years, shall receive as a salary not less than three hundred and fifty dollars per school year.

The said on..... part, hereby accepts said appointment, to take effect on the..... day of.....19....

This contract shall continue from term to term, and from year to year, subject to revocation at any time by either of the parties hereto, on giving to the other party thirty days' notice, in writing, to that effect, and similar notice of such revocation must also be given to the said Board of County School Commissioners.

If from any cause the Board of County School Commissioners should decide to close said school, then this agreement may be terminated by said Board of County School Commissioners at any time.

Witness our hands:

(At least two Trustees must sign).

.....

 Trustees.

 Teacher.

The above contract is hereby ratified and confirmed by the Board of County School Commissioners of.....County, this.....day of....., 19....

Attest:

.....
 Secretary.

FORM OF DISMISSAL.

To..... State of Maryland, County of.....,19..

Teacher of Public School No....., Election District No....
 You are hereby notified that your services as teacher of the aforesaid

school will not be required after the.....day.....
, 19...., said day being not less than thirty days from
 the date hereof.

(At least two Trustees must sign).

.....

Trustees.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the Trustees and also to the County School Board, except in cases of emergency, of which the School Board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the Chairman of the Board of District Trustees or to one of the School Commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section 6 of Article VII. The minimum legal age of men teachers is 19 years; of women teachers, 18 years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract, and may lead to termination of the engagement or to the annulment of his certificate.

17. The Principal Teacher of every school, when the appointment has been confirmed by the County School Board, is *ex-officio* the Secretary of the Board of District School Trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the County Superintendent when visiting the schools.

ARTICLE VII.

TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualification as Public School Teachers, to persons applying for same in any county, are in the discretion of the County Superintendent under the provisions of law.

2. The certificates issued by each County Superintendent shall be numbered and registered in a book provided for that purpose, and shall be arranged by the County Superintendent, under the sanction of the County School Board, as First Grade, First Class; First Grade, Second Class; Second Grade, First Class; Second Grade, Second Class; and Second Grade, Third Class. The grade shall be determined as required

by law, by the scholastic qualifications of the Teacher; but the class shall be determined by the professional ability and skill of the Teacher as exhibited in the schoolroom, and observed and vouched for by the County Superintendent. Certificates issued by the Principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools, or the Normal Department of Washington College, shall have affixed to them the Seal of the State Board of Education they shall be accepted as First Grade, First Class certificates.

3. Certificates of the First Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching, and the Laws and By-Laws of the Public School System of Maryland; and those of the Second Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States History, History of Maryland, English Grammar, Constitutions of United States and Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, and the Laws and By-Laws of the Public School System of Maryland.

4. A certificate valid for life or during good behavior may be granted, by the State Board of Education, to Teachers who shall have fulfilled the following conditions:

(a) The applicant must hold a first-class certificate.

(b) He or she must have been a Teacher for seven years, of which five shall have been spent in Maryland.

(c) He or she must have the unanimous recommendation of the Board of School Commissioners of the county where the applicant is a Teacher.

(d) He or she must give satisfactory proof of a liberal education and of professional study.

(e) If required, the applicant must pass a satisfactory examination before the State Board of Education.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the Normal Course of the Normal School Curriculum. The place for holding the examination will be in Annapolis in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a Teacher in the Public Schools of Maryland unless such a person shall hold:

(a) A certificate issued by the County Superintendent where he or she proposes to teach.

(b) A certificate from a Principal of a State Normal School or of the Principal of the Normal Department of Washington College.

(c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.

(d) A Normal School diploma of another State endorsed by the State Superintendent of Public Education.

(e) A certificate from the State Board of Education.

(f) Diplomas of graduates of colleges or universities of this State who took with the major subjects of junior and senior years the following course in pedagogy:

JUNIOR YEAR.

Course A.—General History of Education, embracing a review of the most eminent educational theories and systems of ancient and modern times. First Term. Three times a week.

Course B.—Psychology. The content and development of mind, studied with the special view to comprehending the art of teaching, as based on a knowledge of the child. Second and Third Terms. Three times a week.

Course C.—Special Method. Review of Elementary English, Geography and Arithmetic, and a study of methods and devices used in teaching these branches. Throughout the Year. Three times a week.

Course D.—Drawing, Music, Elocution, and Physical Training. Once a week in each of the subjects named throughout the year.

SENIOR YEAR.

Course E.—General Method. The Philosophy of Teaching. A study of the psychological and pedagogical principles upon which teaching is based. First Term. Three times a week for at least twelve consecutive weeks.

Course F.—School Organization and Discipline. This course comprises methods of supervising and managing schools, teachers and pupils; courses of study and programs, based on Maryland Teachers' Manual and Course of Study; sanitation; playgrounds; text-books; supplies and apparatus. Second Term. Three times a week for at least twelve consecutive weeks.

Course G.—School Law. This course treats of the duties of the teacher as an officer of the State; school boards; trustees; contracts; care of property; records and reports, etc. Third Term. Three times a week for at least twelve consecutive weeks.

Course H.—Practice Teaching. Throughout the year each student will teach at least two periods every week under the supervision of a critic teacher in a regularly graded school.

Course I.—Drawing, Music, Elocution, and Physical Training. Once a week in each of the subjects named throughout the year.

ARTICLE VIII.

SCHOOLS.

1. The Course of Study for Elementary Schools, which embraces the subjects required to be taught in every District School, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for High Schools as given in Section 7 of this Article shall be followed in the grades of the High Schools.

2. The school year of ten months shall be divided into four terms

as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the School Commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the County Superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz.: Thanksgiving Day, the 24th of December to the 1st of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration day may each be declared a holiday at the discretion of the Board of County School Commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examination shall be reported to the School Board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the County School Board, viz.: fuel (ax and saw if needed), water bucket, drinking cup, wash basin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any Principal Teacher for the government of his school, with the consent of the County Superintendent and the Board of District Trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the County School Board, shall be carefully observed by all pupils and assistant teachers under his authority.

7. The following classification and schedule of studies shall be observed in all Primary, Elementary and High Schools:

Note.—For the convenience of all concerned the outlined work by grades will be found on the last pages of this pamphlet. By order of the State Board of Education, the Eleventh Year Grade has been added, and the work of the course has been re-distributed and revised to meet the requirements of such action and also to meet new conditions which have arisen because of new demands made on modern public school teaching. School officials and teachers are earnestly requested to study carefully this revised course in order that its provisions may be honestly observed.

ARTICLE IX.

NORMAL SCHOOLS.

1. The Maryland State Normal School, located in the City of Baltimore, the State Normal School No. 2, located in Frostburg, the Normal

Department of Washington College, located in Chestertown, and the Baltimore Colored Normal School, located in the City of Baltimore, are supported by State appropriations and are under the control and supervision of the State Board of Education. The purpose of these schools is to train and prepare young men and women for the profession of teaching, and they are especially maintained for the instruction and practice of students in the science of education, the art of teaching and the mode of governing schools.

2. Each County School Board and the Board of School Commissioners of Baltimore City is entitled to send two free students to the Maryland State Normal School for each member of the General Assembly of Maryland, and one free student to the State Normal School of Frostburg, the Normal Department of Washington College and the Baltimore Colored Normal, for every three members of the General Assembly of Maryland. Counties having a representation of five shall be entitled to name two free students to the last three institutions named in this section. Students who hold scholarships in these Normal Schools shall be entitled to tuition and text-books free.

3. The Principal and other members of the Faculty of the State Normal Schools shall be appointed annually by the State Board of Education, the members of which being *ex officio* trustees of said schools, and all of said appointments shall be made so as to expire on the 31st day of July of each year, such date being the end of the fiscal year.

4. The sessions of the State Normal Schools and of the Normal Department of Washington College shall begin each year on the second Wednesday of September and shall close not earlier than the second Thursday of June in each year.

5. There shall be maintained in each State Normal School and in the Normal Department of Washington College a two years' Normal or Professional Course in which Elementary and High School branches shall be studied and reviewed and in which special training shall be given in the subjects of "The History of Education," "School Organization and Management," "Psychology," "Theory and Practice of Teaching," and such other professional subjects as may be included in the curriculum for Normal Schools. There may be maintained in each of said schools an Academic or Preparatory Course which shall prepare students for the Normal Course; and the scholarship afforded by the Academic Course shall be at least equal to the scholastic requirements of the State High School Curriculum.

6. Students of both sexes shall be admitted to both the Normal and Academic Courses. Male students shall be at least seventeen and female students at least sixteen years of age to enter the first year of the Normal Course and shall possess such mental qualifications as graduation from an accredited High School implies. Students who are graduates of an accredited High School, a list of which schools shall be furnished each Normal School Principal annually on or before September first by the State Superintendent, shall be admitted to the first year of the Normal

Course without examination, provided such applicant meets the age requirement. Male students for admission to the Academic Course shall be at least sixteen years of age and female students shall be fifteen years of age. They shall be examined by the Faculty of the school and must give satisfactory proof of mental qualifications equal to the completion of the Course of Study prescribed for the Elementary School of the State and must furnish satisfactory evidence of good moral character.

7. All free students to the Normal Schools and the Normal Department of Washington College must receive their scholarships from the Board of County School Commissioners, the Board of School Commissioners of Baltimore City or from the State Board of Education. Each appointment to a free scholarship must be certified to the State Board of Education on a printed form prescribed by the State Board on or before the twentieth day of August of each year, which certificate of appointment must be signed by the President and Secretary of the respective Boards. Every student thus granted a scholarship before being regularly admitted as a student shall make a written declaration to the State Board of Education on a prescribed form that he or she will teach in the Public Schools of the State, unless, after diligent effort, such person fail to obtain a school.

8. Members of the State Board of Education, or competent persons to be appointed by said Board, shall supervise, as far as they may deem practicable, the final examination of the senior year of the Normal Course in these schools, satisfy themselves that the requirements of the curriculum prescribed for the Normal Course have been properly met and recommend for diplomas such students as they may find worthy of graduation.

9. Students who fail to pass the examinations for any class at the close of the year cannot re-enter the school as free students without an order of the State Board of Education.

10. Students holding free scholarships and desirous to return to the school another year must notify the Principal of such school and also the Secretary of the School Board of the county or city from which the scholarship was obtained on or before the last day of July of each year. The Secretaries of the County and City School Boards must notify the Secretary of the State Board of Education on or before the tenth day of August of every year of new scholarships granted and a list of those students who will return to the school.

11. In addition to students who hold free scholarships, where the capacity of the school will admit of it, a limited number of young men and women, of good moral character and who possess the necessary mental qualifications, will be admitted as pay students—the uniform charge for tuition and books to be Twenty-five Dollars per year. Text-books will be furnished all students free of charge but a deposit of Five Dollars will be required of each student when entering, as a guarantee of proper care and against loss of books. When graduating or leaving school before graduating this fee shall be returned to the student if no books have been lost or unduly worn.

12. The Principal of each Normal School and of the Normal Department of Washington College shall arrange for practical teaching for students of the Normal Course.

13. All vacant scholarships not filled and reported to the State Board of Education as required by Section 10 of this Article shall be filled by the State Board of Education.

14. The course of study required by all who would obtain a Normal School Diploma in Maryland covers two years and is designated—*The Normal Course*. To enter that course a student must hold a certificate from an approved High School in Maryland, or pass examinations on a course equivalent to that pursued in such High Schools, or complete the course herein laid down and designated—*The Academic Course*. The Academic Course covers two years, and to enter the first year of that course a student must have completed the Eighth Grade in the Public Schools of Maryland, according to the schedule adopted by the State Board of Education, or pass examinations equivalent to that.

ACADEMIC COURSE.

Adopted June, 1908.

	First Year.	1st Term.	2nd Term.
ENGLISH—Composition and Rhetoric	3	3	
HISTORY—Ancient and Medieval	3	3	
MATHEMATICS—Algebra	5	5	
SCIENCE—Physical Geography	5		
Botany			5
LATIN—First Latin Book (Completed)	5		
Caesar			5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week	5	5	
	26	26	
	Second Year.	1st Term.	2nd Term.
ENGLISH—Composition and Rhetoric	3	3	
Studies in English Literature with week- ly Essays.			
HISTORY—Modern History	3	3	
MATHEMATICS—Plane and Solid Geometry	5	5	
Book-Keeping (8 weeks).			
SCIENCE—Physics	5		
Chemistry			5
LATIN—Cicero	5		
Virgil			5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week.	5	5	
	26	26	

NORMAL COURSE.

Adopted June, 1908.

Junior Year.		1st Term.	2nd Term.
PEDAGOGY—	Art of Teaching	5	
	Psychology		5
	Review of Elementary Studies:		
	Grammar	5	
	History		5
	Observation in Model School	5	5
ENGLISH—	History of English Literature	3	3
	Studies in English Literature with weekly Essays.		
HISTORY—	Civil Government		5
SCIENCE—	Physiology, with Elementary Studies in Zoology	5	
ART—	Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week.	5	5
		28	28
Senior Year.		1st Term.	2nd Term.
PEDAGOGY—	Psychology	3	
	Principals of Teaching		3
	School Management and School Law	5	
	History of Education	3	
	Review of Elementary Studies:		
	Geography	5	
	Arithmetic		5
	Practice Teaching in Model School (Each member of the Class must teach 45 minutes daily for twenty weeks, to be followed by critique)	5	5
SCIENCE—	Nature Study		5
HISTORY—	Constitution of U. S. and of Maryland Maryland Teachers' Manual		3
ART—	Vocal Music. Elocution. Each one period a week	2	2
		23	23

ARTICLE X.

MISCELLANEOUS.

1. No pupil will be admitted to school under six years of age nor unless properly vaccinated, free from contagious diseases and decently and comfortably clothed.

2. The use of profane or unchaste language, the use of tobacco in any form, and the carrying of fire-arms or other dangerous weapons are strictly forbidden; and any pupil persistently violating this rule shall be suspended by the Teacher and the case shall at once be reported to the Board of District School Trustees for their action.

3. Parents or guardians will be required to replace or pay for all

books belonging to the County School Board retained, destroyed or lost by their children or wards; they will also be held responsible and required to pay for all damages done by their children or wards to school houses, furniture, trees, fences, etc., belonging to the school.

4. All messages sent by parents or guardians to Teachers, or by Teachers to parents or guardians, must be in writing. Charges and complaints against teachers must be made to the Trustees in writing. No verbal charges should be entertained by the Trustees.

5. All white children between the ages of six and twenty-one years, residing on or near the dividing line of two counties, have the right to attend the public school nearest to their place of residence, and should such nearest school be in another county than the one in which they reside, upon the same terms and subject to the same rules and regulations as other children attending said schools. In the absence of any joint provision by the Boards of County School Commissioners of the respective counties for the maintenance of said schools, the Board of County School Commissioners of the county in which said children reside should pay to the Board of County School Commissioners in which said school is located, for each pupil so attending a school in an adjoining county, a sum equal to the average cost of each pupil in said school.

6. In cases where the laws provide that scholars "shall be appointed by the Boards of County School Commissioners, by and with the advice and consent of the State Senator, in their respective counties and Senatorial districts, after a competitive examination of the candidates for such appointments," the initiative is the function of the several Boards of County School Commissioners exclusively, the Senator only having the power either to approve or veto such appointment.

RULES FOR THE CARE AND DISTRIBUTION OF FREE TEXT BOOKS IN THE PUBLIC SCHOOLS OF MARYLAND.

Recommended by the State Board of Education.

1. The Secretary of each Board of County School Commissioners shall keep an account, in a book for that purpose, of all text-books purchased by the Board, and of all text-books furnished to the different schools in the several counties.

2. Each Principal shall make out a requisition to the Secretary of the Board of County School Commissioners for the text-books needed and authorized for use in his school; and in filling the same, the Secretary shall deliver such text-books to the order of the Principal.

3. Each Principal shall be held responsible for the proper care and return of all text-books delivered to the school under his charge.

4. The Principal of each school shall issue text-books for use of the several rooms therein, on the requisition of the teachers, and shall keep an account with each teacher of the text-books so issued. Teachers shall be held accountable for the care and proper use of all text-books issued to them by the Principal. Each teacher shall also keep an account with each pupil, in a book provided for that purpose, of the text-books in use.

5. Before text-books are delivered to pupils, labels shall be pasted on each text-book, stating the number, district and county of the school, and the ownership of the text-book by the Board of County School Commissioners, with admonition for the proper care of the text-book, and each text-book should be covered with "Holden's Perfect Book Cover," or an equivalent, to be changed whenever necessary. The labels and book covers should be furnished by the County School Boards.

6. Text-books may be taken home by the pupil, when, in the judgment of the teacher, it is necessary for study or preparation of lessons.

7. All text-books in any school, not in use for the time being, shall be promptly returned to the teacher for safe keeping, and not allowed to lie about the room.

8. Any pupil wilfully destroying or injuring a text-book, shall be required to replace, or pay for same, and may be deprived of the privileges of the school, until this requirement is complied with.

9. In case of the resignation, withdrawal or removal of teachers, a report of the text-books and supplies on hand shall be made by them to the Principal, who shall make an examination to ascertain if all text-books are on hand, and in proper order, or if otherwise properly accounted for, and shall certify the same to the Secretary of the Board of County School Commissioners before the salary of the teachers for the last term preceding such resignation, withdrawal or removal, shall be paid.

10. Ten days prior to the close of each term, a report on the proper

blanks shall be made to the Principal by each teacher of all text-books previously issued under the Free Text-Book Law, showing the number and condition of said text-books. After ascertaining the correctness thereof, the Principal shall, within ten days after the close of the term, make a like report to the Secretary of the Board of County School Commissioners, of all text-books issued during the term of the school of which he has charge, indicating any discrepancies that may exist in the account of any teacher. The Secretary shall withhold the last payment of the salary of any teacher whose account is found to be incorrect, until the matter is adjusted to his satisfaction.

11. Each Board of County School Commissioners, before the first day of October in each year, shall report to the State Board of Education the number of text-books issued to each school during the preceding year, with the number lost or destroyed, the number on hand and their condition, and the amounts received for fines for injuries to text-books, and for total destruction or loss of text-books; and the title, the name of the publisher, and the net price paid for each text-book purchased—for publication in the Annual State School Report.

12. All Principals shall be required to send to the office of the Secretary of the Board of County School Commissioners immediately upon the receipt of any text-books, a statement giving the quantities and condition thereof. Any text-books which are defective in any way, shall be at once set aside and not used.

NEW COURSE OF STUDY.

FIRST YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING: Sight reading from blackboard or chart, based upon nursery rhymes, literature, nature study, etc. Begin with words or easy sentences. Reading from at least two primers. Study of phonograms and word families.

SECOND HALF YEAR.

Board reading continued. Reading from primers and easy lessons from a first reader; study of phonograms and word families continued; analysis and synthesis of words by sound.

Suggestion to the Teacher: Aim at naturalness; secure from the start good articulation and correct pronunciation. **Methods:** Teach by the word, sentence and phonic methods.

FIRST HALF YEAR.

SPELLING: Copying words from slips and blackboard, naming of letters with word *in sight*. "Flash" method used in presentation. Phonetic word lists emphasized. Printed word cards for drill in visualizing. Copy sentences.

SECOND HALF YEAR.

Spell new words of reading lessons; independent work in writing lists of words; "flash" spelling continued; a few dictated words, oral and written; letter and printed word cards continued; correlate with writing.

FIRST HALF YEAR.

LANGUAGE: Oral:—Conversations about things and persons familiar to the child, reproduction of stories read or told by the teacher, personifications, narrations, descriptions. Written:—Child's name; filling elliptical sentences; copying sentences from the blackboard and chart.

SECOND HALF YEAR.

Oral work continued.—Conversations about familiar things, telling experiences and observations; care in choosing right words and in forming sentences; plan exercises for enlarging vocabulary.

Written:—All lessons in written language should be based upon oral language. Write name of school, town, mother, father, teacher; simple descriptions or stories; teach use of capitals, period, question mark; copying elliptical sentences.

FIRST HALF YEAR.

LITERATURE: Nursery rhymes, memory gems, short poems and songs memorized. Short stories and fables told in part. Repetition stories and stories told for pleasure.

SECOND HALF YEAR.

Memory gems, short poems continued; longer stories retold in parts and as wholes.

FIRST HALF YEAR.

WRITING: Writing in the air and at the blackboard for large muscle movement; writing on creases an inch or more apart; large writing with large pencil or crayon.

SECOND HALF YEAR.

Smaller pencils used. Emphasis on proportion of letters and formation; write words from dictation; lessons on difficult combinations; attention to movement, the holding of the pencil and form of letters; correlate with spelling.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Exercises in counting and making comparisons; counting by 1's, 2's, to 20; combinations of numbers to 10; comparison of objects to develop the idea of form. Measures—inch, foot, yard; pint, quart. Reading and writing of numbers to 50; oral problems involving addition and subtraction. Use terms one-half and one-fourth; comparison of blocks in size; meaning of sphere and cube, surface and edge.

SECOND HALF YEAR.

Roman numerals I to XII; all possible combinations of numbers to 12; comparison of units and resulting ratios—2:1; $\frac{1}{2}$; 3:1, $\frac{1}{3}$; based upon many magnitudes of solids, areas of surfaces, length of lines. Measures—cent, nickel, dime, dollar, half dollar, quarter dollar; pound; dozen; fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, as parts of single objects, as parts of group of objects and through comparison; count by 2's, 5's, and 10's to 100; drills in rapid addition of figures in columns, no sum to be greater than 12; rapid drills in subtraction; apply measurements in practical problems.

Suggestion to the Teacher: In the fundamental operations and their processes teach at first with objects, afterward remove the objects and finally teach the figures and symbols.

GROUP III.—SCIENCE.

FIRST HALF YEAR.

The work of the first two years is mainly nature study by direct observation; no text book is needed. Through oral lessons and in connection with the reading and language lessons the *beginnings* of physiology, botany and geography may be made. Talks on why we eat—compare foods of plants and animals; how we grow; teeth—number, kinds, use and care. Recognition of common plants and animals; observation of flesh eating animals (dog, cat) for habits and adaptation of parts to habits. Pupils model and describe hills, valleys, ponds, brooks, islands, streets, roads, etc., which are common in the school district; directions (north, south, east and west) and distance of objects seen; modelling in sand; collect colored objects such as flowers and worsteds as an aid to the perception of form; simple conversational lessons about the sun, moon, stars, currents of air, smoke, dust, clouds; buds, birds, fruits; parts of plants—root, leaves, bark; parts of animals—head, neck, wings and legs. Uses of animals and plants to man; animal productions.

SECOND HALF YEAR.

Lessons in oral geography, nature study and physiology continued, as

language lessons; observation of rocks, clay, sand, soil and their uses to man; ditches, creeks and rivers, and their use for drainage; cereals, fruits and vegetables common in the community; observe and name qualities as color, size, form, number, surface. Conversations about benefits of fresh air, sunshine, cleanliness, tidy dress, clean hands and faces.

GROUP IV.—CONDUCT.

FIRST HALF YEAR.

The *beginnings* of biography, history and civics should be laid in the first year grade. These oral lessons to be given in connection with language lessons. Birthdays, school anniversaries; home and school duties, respect for others, care of school property, obeying school rules, politeness, punctuality, truthfulness, etc., may become subjects of conversation and matters for daily practice. *Telling of stories about Old Testament characters.

*To the Teacher: Avoid abstract teaching and moralizing. A good story of an ideal character should be told so that the moral may be easily seen without any attempt to apply it in a personal sense. The pupil may and will draw his own conclusions.

SECOND HALF YEAR.

Old Testament stories continued; stories from Mother Goose, fairy stories and fables; concrete illustrations which will inculcate habits of gentleness, care for the weak; truthfulness, obedience, promptness; love for parents, teacher, playmates, and neighbors; kindness and protection to birds and dumb animals.

GROUP V.—ART.

FIRST HALF YEAR.

VOCAL MUSIC: Breathing and phonic exercises; songs selected from standard books—daily exercises in singing.

MANUAL TRAINING: Kindergarten occupations; drawing common objects resembling models; paper folding.

PHYSICAL TRAINING: Breathing and other simple exercises daily. Teacher should have as a desk book some approved work on physical training and follow suggestions for all grades.

SECOND HALF YEAR.

General exercises in music, physical training and construction work to be continued. Special attention to exercises which teach proper breathing: paper folding to be followed by cutting and pasting; use colored crayons—yellow, red, and blue—in drawing pictures, views, and patterns of models; illustration of simple stories by drawings. Modelling: hemisphere, square prism, triangular prism.

To the Teacher: Following the regular course of study presented herewith will be found a curriculum for Manual Training Schools prepared by a committee of Manual Training Instructors and it has the approval of the State Board of Education. Many suggestions may be found in it which will assist teachers in those schools where there is no manual training department to do much in this work. Supplement in whatever way is practicable the brief outline given in connection with each grade. It is realized that, beyond the second grade in the one-teacher schools, there will not be time to undertake much of this work, but all teachers are urged to do at least something.

SECOND YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING: Blackboard and chart reading continued; sight reading from printed slips and primer; more difficult lessons from first readers; phonetic work continued; more difficult phonograms; long and short vowels; simple selections from books other than basal reader.

SECOND HALF YEAR.

First readers completed—at least two; easy lessons from a second reader; difficult phonograms; phonetic work continued; easy lessons for supplementary and sight reading continued; analysis and synthesis of words.

FIRST HALF YEAR.

SPELLING: Spelling of all new words of reading lessons; "flash" work continued; words dictated for oral and written spelling; division of words into syllables and careful drills on syllables; parts of reading lesson written on tablet; visualizing of words.

SECOND HALF YEAR.

Spelling of all new words of reading lessons continued; *dictionary making* and spelling books containing phonetic words, word collections, words commonly misspelled, unusual words; letter cards continued; written reproduction of sentences and paragraphs dictated from the reading lessons.

FIRST HALF YEAR.

LANGUAGE: Oral—Directed (and also free) conversation, description, narration about objects, pictures, games, and construction work; reproduction of stories and reading lessons; common abbreviations and use of capitals, colon, interrogation point; exercises for enlargement of stock of words; attention to correct speaking and systematic thinking—for both oral and written work; filling in elliptical sentences.

SECOND HALF YEAR.

Oral—Work of preceding half year continued; summaries of lessons; descriptions of objects; reproductions.

Written—Write simple records of observation; filling elliptical sentences; simple compositions written under guidance of teacher; written answers to questions; punctuation marks; use of titles "Mr. and Mrs.;" correct use of I, me, he, him, she, her, we, us, they, them, is, are, was, were, saw, seen, did, done, sat, set, lie, lay, write, wrote; making questions; writing sentences; independent story.

FIRST HALF YEAR.

LITERATURE: Suitable stories; short poems; memory gems and songs adapted to the interest and capacity of second year grade pupils; stories for re-telling and for dramatization.

SECOND HALF YEAR.

Memory gems continued; stories for pleasure; stories for dramatization continued; emphasis on lessons in which ideals are pictured.

FOR ENTIRE YEAR.

WRITING: Continue drill on difficult combinations; special emphasis on capital letters; attention to position, holding of pencil or pen, movement; copying and writing from dictation; copy book No. I may be used in second half year.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Review of first year grade work; reading and writing numbers to 500; brief counting exercises daily to lay the foundation for the addition and multiplication tables through 5's; Roman numerals XII to XX; familiar measures through use; subtraction—inverse of addition; measurements—second, minute, hour, day, week, month, year; inch, foot, yard; pint, quart, gallon; read time by clock; all combinations to 50; fractions— $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{6}$, shown by folding, cutting and drawing, etc.; *rapid drill* work in addition and subtraction; original problems made.

SECOND HALF YEAR.

The 45 number combinations $\frac{1}{1}$ to $\frac{9}{9}$ in addition and subtraction; writing numbers to 1000; idea of square inch developed and simple measurement of surfaces by square inch tablets—simple idea of volume; the fundamental operations with emphasis on addition and subtraction (carrying and borrowing); fractions continued; problems related to the needs and interests of the pupils; first five lines of the multiplication tables developed, memorized and applied; operations in division with divisors not greater than 5; measurements reviewed; fractions continued; frequent drills for accuracy and rapidity.

GROUP III.—SCIENCE.

FIRST HALF YEAR.

Beginnings in Geography, Nature Study, Botany, etc., which should be taught in connection with the Reading and Language lessons: Note seasons as they pass with reference to moisture, temperature and vegetation; observe autumn fruits, flowers, leaves; lessons on common articles such as sugar, cotton, coffee, tea, wool, salt; snow, ice, rain; potatoes, buckwheat, butter, eggs; mountains, rocks, stones, lime; the skin, blood, ear, nose, eye; the English sparrow, robin, marten, lark, rabbit; soils, vegetables, grains.

SECOND HALF YEAR.

Direction and distance applied to familiar bodies of land and water; teach a scale one inch to the foot then draw the top of the desk and other surfaces to this scale—then increase scale one inch to the rod, measure and draw the school lot to this scale, etc.; simple talks on the globe and the map of North America; continue lessons on roads, streets, towns, railroads, steamboats, occupations, factories, stores. Conversational lessons on the seasons, day and night; water—its flow, the shape and use of drops; animals such as cow, horse, squirrel, rabbit, woodchuck, noting similarities and differences; plants—germination of seeds—bean, pea, corn, etc.; insects—butterflies and other moths, grasshopper, ant, bee; body and health stories on drinking water, beverages, stagnant ponds, proper exercise, bedroom, tobacco, chewing gum, bathing, etc.

GROUP IV.—CONDUCT.

THE ENTIRE YEAR.

Continue concrete teaching which will affect favorably the conduct and habits of pupils; let them see the necessity of laws and why they should be obeyed; the common duties they owe the family, the school, the community, the State and the nation should be emphasized from now and on through the succeeding grades; simple lessons in civics may begin in this grade which will by easy transition lead on to the more important facts of government; stories of home environment and industries; Bible stories including those about Jacob and Joseph, Joseph and his brethren, Moses, Ruth and Naomi, Jonathan and David; fables and myths.

GROUP V.—ART.

FOR ENTIRE YEAR.

Daily exercises in singing continued; drawing from nature simple grasses and flowers, memory drawing; clay modelling—cone, square, pyramids, and vase forms; study of pictures for story; cutting and making designs of colored paper; study solids and build with them so as to form (1) single typical objects, (2) churches, etc., which may afterward furnish models for drawing; use colored crayon for drawing trees, fruits, vegetables, landscapes; continue exercises in physical training.

THIRD YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING: Daily reading from at least one basal second reader and several supplementary books, adapted to the interest and capacity of pupils of this grade, in connection with nature study, geography, literature and biography; frequent practice in sight reading; continue drills to secure distinct articulation, correct pronunciation and natural expression; word study—new words presented from the blackboard and lists of nouns, verbs, adverbs, phrases, synonyms, comparisons and definitions taught as seat work; silent study—lesson studied intensively guided by teacher; mental picturing of scenes and telling of stories to get a clear idea and meaning of them.

SECOND HALF YEAR.

Second readers completed and easy lessons from a third reader; continue reading supplementary books of first half year; let word study lead to clear enunciation and pronunciation, and intensive silent study to correct expression; work for sympathy with subject matter and enjoyment of story rhythm or melody; have pupils read to other classes as motive for good expression; supplementary reading for information and to test child's skill. To the Teacher: Objects aimed at in this grade as well as the preceding one in the matter of reading are (1) to gather thought from the printed page, (2) mastery of the thought—its truth, beauty and purpose—and (3) a natural expression of the thought. The mind must dwell upon the thought until its force is understood and felt. Study the suggestions to the teacher, introduction and rules for reading, as given in the basal reader.

FIRST HALF YEAR.

LANGUAGE: Oral—Re-telling of stories and myths; descriptions of games, nature work, hand work and pictures; develop a lesson and by careful questioning get complete answers from class—connect these into one oral story; oral reproductions of reading lessons.

Written—Base written work on previous oral discussions; have oral class story written on the blackboard with emphasis on certain points for pupils to copy, or story may be erased before it is written; correcting mistakes; changing of statements into questions and *vice versa*; much practice in sentences as to choice of words; word study—correct use of such words as *teach* and *learn*, *guess* and *think*, *sit* and *set*, *a* and *an*, *this* and *that*, *these* and *those*.

SECOND HALF YEAR.

Oral—Description of trips and reports on excursions made to industrial plants and other places of interest; narration of legends and historical tales; sand table lessons, drawings and especially hand work as material for descriptive language for accuracy; summaries of lessons as basis for oral work; reviews for absent pupils; dramatizations continued.

Written—Letter writing to other schools; much practice in writing simple narratives and descriptions; compositions on seasons, special occasions, etc.; sentences and exercises for children to judge correct form; original imaginative stories; language forms—review capitals, period, comma, possessive, abbreviations, etc., formerly studied; word study—correct use of *real*, *awful* and *very*, *carry*, *bring* and *fetch*, *in* and *into*; correct use of *there is* and *there were*, etc.

FIRST HALF YEAR.

SPELLING: Daily written lists of words from reading lessons, biography and history stories, supplementary reading books on nature study, geography, literature; special attention to correct words and forms; phonic lists; words of similar endings; lists from text book—syllabication. The periods for spelling for the week may be well arranged as follows: (1) a lesson in "flash" spelling (preparation), (2) an oral lesson, (3 and 4) written lists of dictated words, and (5) a written verse or paragraph from dictation; *dictionary making* continued through grade.

SECOND HALF YEAR.

Exercises of first half year continued; spelling all new words of basal readers and supplementary reading books; lists of misspelled words of former lessons reviewed; tests, diacritical marks observed.

To the Teacher: 1. If desirable a spelling book may be introduced the second half year. 2. Require, frequently, the words of the lesson to be pronounced *promptly* by the class with open book before the lesson is studied or recited. 3. Plan to give an enlarged meaning to words by dictating sentences containing the word—thus, for the word *glade*, the teacher will dictate—"The opening in the wood was without trees—a pretty *glade*." 4. Word analysis of simple English derivatives should be begun; as, *er*—one who or that which—skat-*er*, skater—one who skates. In same way teach some of the prefixes; as, *un*—not, etc. (One exercise a week). 5. Keep ever in mind that spelling is a *form* study. It appeals to the eye. The pupil must *see* that the letters are properly arranged. The pupil must be taught to bring the word before the mind's eye and *look* at it. This habit of *looking* at a word thoughtfully and fixedly until it is written indelibly in the mind must be formed in order to become a good speller. Ear training is also an element which enters into the spelling exercise and should be encouraged by occasional oral spelling. 6. Each pupil of this and following grades should be supplied with a specially prepared spelling blank for written lessons.

FIRST HALF YEAR.

LITERATURE: Fables told and dramatized; memory gems continued—one quotation each week; classic myths. Poems, as: For Sept.—"September," by Helen Hunt Jackson; Oct.—"October's Bright Blue Weather," "October's Party;" Nov.—"How the leaves came down"—Hiawatha; Dec.—"The Little Fir Trees;" Jan.—"A wonderful weaver," by George Cooper.

SECOND HALF YEAR.

Memory gems continued; historical stories—American, Greek and other hero stories; poems—"The Children's Hour," by Longfellow, for February; "The Wind," by Stevenson, for March; "The Story of the Wood," by Stanton, for April; "The Tree," by Bjoirson, for May; "The Rainbow Fairies," by Hadley, for June.

To the Teacher: The literature work is so closely related to the reading and language lessons that it may be given in connection with such lessons. The poems named for the month are merely suggestive; others equally as good may be used.

THE ENTIRE YEAR.

WRITING: Much drill on correct forms of letters, movement, etc.; the pupil should know *how* to write by completion of the third year grade so that the work in the subsequent grades may be *much practice*; legibility produced by rapid easy movements is the thing to keep in mind; daily exercises in copy books Nos. I and II.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Reading and writing numbers to 5000; Roman numerals to XXX; the 45 number combinations in addition and subtraction to be taught during the school year; combinations extended $1\frac{1}{4}$, $2\frac{1}{4}$, $3\frac{1}{4}$, etc.; multiplication tables to 8 times 12; fundamental operations with emphasis on multiplication and division; multipliers and divisors limited to two orders; fractional parts of numbers—even and odd; original problems with full and correct statement of each problem; comparison of surfaces of cubes and prisms with surface of inch cube; addition and subtraction of dollars and cents.

SECOND HALF YEAR.

Reading and writing numbers to 10,000; Roman numerals to L; multiplication tables to 12 times 12; multiplication and division continued; equivalent fractions, simple reduction, as $\frac{2}{4} = \frac{1}{2}$, $\frac{2}{8} = \frac{1}{4}$, and simple addition and subtraction; easy problems involving weights and measures; surface measurements continued; teach forms of merchants' bills; buy common articles and compute the cost; divide integers by fractions by reducing to same unit, as "6 days is how many times $\frac{2}{3}$ of a day?"

To the Teacher: New topics or new processes in the primary grades should be taught orally, usually with objects; concrete problems should follow, touching the pupils' experiences and interests. An abstract problem is useful for drill if the pupil can give a "number story" to fit it. By the end of this year grade there should come mastery of addition, subtraction, multiplication, division and partition to 100 and simple measurement of perimeters and areas. Every lesson should include oral exercises to give rapidity and accuracy. In teaching oral or mental arithmetic in this and in the other grades to and including the sixth year grade the pupil should have a text book on the subject. In every school-room where arithmetic in the primary grades is taught there should be a tape line, half-dozen foot rules and yard stick, graded measures for articles under "dry" and "liquid" tables, 200 inch-squares of cardboard, box of No. 8 rubber bands and 2000 wood toothpicks bundled into tens and hundreds.

GROUP III.—SCIENCE.

FIRST HALF YEAR.

NATURE STUDY: Continue observation and study of trees, birds, animals, fowls, grains, grasses, fruits, vegetables, soil, minerals, rocks common to the neighborhood; collect specimens for the school cabinet; atmosphere—clouds, temperature (using thermometer), winds and why they blow; plants—annuals producing seeds only; biennials—storing nourishment, etc.

SECOND HALF YEAR.

Continue study of first half year's work, making it more comprehensive; especial attention to *uses* of trees, animals and plants; soil formation and simple conversational talks on agriculture.

FIRST HALF YEAR.

ORAL GEOGRAPHY: Lessons on natural divisions of land and water; right and left bank of creek and river; draw maps of school-ground, election district and county after becoming familiar with the map

of the county; lessons from globe on general features of land and water surfaces; general facts of climate, productions, people, countries and cities; model in sand or crayon islands, promontories, peninsulas, volcanoes; take class on real and imaginative trips; collect and observe geographical pictures.

SECOND HALF YEAR.

Continue lessons from the globe; lessons on maps of the hemispheres and North America; continue much of the previous half year's work, making it more comprehensive; number and names of counties in the State; locate on the State map the coal, lumber, agricultural, tobacco, granite districts; land and water productions; easy lessons from an elementary text.

To the Teacher: The work of preceding grades is meant to encourage observation, especially of nature; but in this year grade it should stimulate both observation and imagination. The pupil should also gain much information that the step to a text book may be an easy one. The school-room should be supplied with a modelling board, globe, county, State maps and others where the unit is larger.

FIRST HALF YEAR.

ORAL, PHYSIOLOGY: Childhood—(1) a child's helpless condition, (2) who cared for him and preserved his health, (3) dangers to which body is exposed, (4) general care of the body—feeding, bathing, clothing; Our Bodies (1) what they do—think, talk, move, rest, sleep, eat, drink, breathe; parts—head, crown, back, sides, hair, ears, face (forehead, temples, cheeks, chin, eyes, brows, lids, lashes, nose, mouth, lips); lessons continued on how to eat, care of eyes and teeth, cleanliness in dress and person; sitting, standing and walking properly; ventilation of bedroom and school-room; healthful exercises.

SECOND HALF YEAR.

Our Bodies (continued): Divisions—head, trunk, limbs: (1) Head—a bony box called the skull; locate brain, the seat of thought; (2) Trunk—chest and abdomen. Give simple description of chest—its position, how it is made and the organs it contains, observe general action and use of organs and their proper care; (3) Limbs—formation of bones and joints; action of muscles; stimulants and narcotics and their effects; enlarge on hygienic lessons of first half year.

GROUP IV.—CONDUCT.

FIRST HALF YEAR.

BIOGRAPHY AND MYTHS: Classical myths; story of the Indians, Columbus, Washington, Lord Baltimore (first), Independence day, Capt. John Smith, Pocahontas; stories in simple form of Egypt, Assyria, Judea and Babylon.

SECOND HALF YEAR.

Classical myths continued; sketches and stories of the great men who were contemporaries of Columbus, Washington and the first Lord Baltimore; collect pictures for school room of all great personages whose biographies have been discussed; biographical stories of Leonard Calvert, Henrietta Maria, William Claiborne, Capt. Richard Ingle, William Stone, Charles Calvert, Sir Robert Eden, Charles Carroll of Carrollton, William Paca, Samuel Chase, Thomas Johnson, William Smal'wood, Mordecai Gist, John Eager Howard, Francis Scott Key, Edgar Allan Poe, Roger B. Taney.

FIRST HALF YEAR.

MORALS AND CIVICS: Concrete and illustrative teaching which will help to inculcate right habits—see White's "School Management" for suggestions; continue study of Old Testament characters and stories. The "beginnings" of civil government to be continued; discuss (1) the government of the family and reasons for it; school government and reasons for it; names and duties of the town's officers.

SECOND HALF YEAR.

Concrete moral instruction as suggested in first half year continued and enlarged; study the lives of a few eminent men whose names are borne by the counties and cities of Maryland; continue study of town and county government, including duties of the various county officials; pupils commit "America" and a few other patriotic songs.

To the Teacher: This work should be correlated with that of geography.

 GROUP V.—ART.

THE ENTIRE YEAR.

VOCAL MUSIC: Daily exercises in rote songs with an occasional exercise for instruction following suggestions contained in song book.

DRAWING AND CONSTRUCTION WORK: Drawing from objects and designs; (1) teach type forms from that already taught; (2) spheroids and similar forms—using eggs and curves applied to graceful forms of vases, solid rings, etc.; (3) compound curves—curves applied to forms from nature; color—review the six positives of the spectrum and arrange the twelve intermediate hues with reference to the six positives, grouping each positive with its two hues; botanical drawing—continue the drawing of leaf and flower—base, apex, margin. Paper folding to represent angles and plane figures—triangle, square, circle, etc.; greater accuracy required in clay modelling; cutting and pasting continued.

Physical Training exercises continued.

FOURTH YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING: Lessons from basal Third readers; reading from library books related to subjects of the grade; sight reading; read stories brought from home—also language stories; silent study for more intensive thinking and skillful picturing of events; special attention to emphasis of words and phrases; word study continued—difficult words presented from the blackboard; accent, emphasis and inflection are prominent topics in this grade.

SECOND HALF YEAR.

Lessons from a Fourth reader and supplementary books adapted to the grade work; word study—including lists of words from previous half year; especial attention to synonyms and definitions, to which add more rapid visualization of lists; diacritical marks; one pupil read for entire class; sight reading exercises; oral reproduction of lessons and stories.

FIRST HALF YEAR.

SPELLING: Daily lessons from a modern spelling book; all new words of reading and other lessons taught; continue phonic work; mastery of diacritical marks; analysis and synthesis of words; definitions of new words and use of "dictionaries" made by pupils through entire year.

SECOND HALF YEAR.

Review lists (weekly) of former half year and also third year grade work; incidental spelling and tests for skill and accuracy through language; definitions of new words; analysis and synthesis of words continued; daily lessons from spelling book.

To the Teacher: Observe suggestions made for Third year grade. See that pupils can use in sentences all new words.

FIRST HALF YEAR.

LANGUAGE: Oral—one story a month for oral reproduction; weekly reports of industrial occupations made by some members of the class; daily summaries of lessons; frequent reviews and tests for absent pupils; pictures for descriptions.

Written: An occasional class story from blackboard; monthly reproduction of studied story; an occasional table written from memory; copy and dictation work; lessons from an elementary language text book.

SECOND HALF YEAR.

Oral: Happenings at home, observation of birds, nests, trees, growing trees, plants, etc., reported weekly; work for *impression*, and *expression* will follow; monthly dramatizations for interest, freedom and quantity of language;—use history and literature as a basis; emphasis on clearness and conciseness of expression.

Written: Compositions based on the oral nature study, history or literature; real and imaginative journeys; original stories: letters to other classes or business firms with requests; summaries of monthly topics; short original poems.

Language forms: Review nouns, verbs, adverbs, adjectives; teach quotation marks, paragraphs, indentations, margins, combinations of sen-

tences, possessive, contractions, singular and plural forms, abbreviations; continue lessons of text book as a summary and exercise to teach variety of expression, *choice of words, comparisons and exactness.*

FIRST HALF YEAR.

LITERATURE: Suggested references—Mythland, Classic myths, Norse stories, Lovejoy's nature in verse, Fifty famous stories, Old stories of the East, Robin Hood stories.

Poems (one each month): Sept., "The Sandpiper"—Thaxter; Oct., "Fringed Gentian"—Bryant; Nov., "The Woodfire"—Stanton; Dec., "Everywhere Christmas To-night"—Brooks; Jan., "The First Snowfall"—Lowell.

Stories (one each month): Sept., "The Miraculous Pitcher"—Hawthorne; Oct., "Nature Myths"; Nov., Pilgrim stories; Dec., "The Match Girl"—Andersen; Jan., Story of Joseph.

SECOND HALF YEAR.

Poems (continued): Feb., "Bell of Atri"—Longfellow; Mar., "A Laughing Chorus or Wild Geese"—Thaxter; Apr., "Rhoecus"—Lowell; May, "The Fountain"—Lowell; June, "June Days"—Lowell.

Stories (continued): Feb., "Pioneer stories"; March, "Hero stories"; April, "Vulcan, the Smith"; May, "Seven Little Sisters"; June, "Robin Hood stories."

To the Teacher: Possibly more work in literature has been outlined than some teachers (with several grades) can accomplish. Much of the work may be given in connection with reading and language lessons. It is not meant to recommend any special books for the literature work, as County School Boards have the right to prescribe what books should be used. Any excellent book on myths derived from nature, stories of the Pilgrims, stories of the early explorers and settlers, legendary and true stories of heroes, stories of child life in different lands, stories of Robin Hood, etc., may be used instead of particular book named, which is merely suggestive of the character of reading to be done.

THE ENTIRE YEAR.

WRITING. Daily exercises in copy books suitable to the grade of the pupil. Follow printed instructions of book.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Frequent lessons in mental arithmetic; reading and writing numbers to 1,000,000; Roman numerals completed; frequent drills in fundamental operations for *accuracy* and *rapidity*; addition and subtraction of fractions and mixed numbers; fractions to twelfths and decimals to thousandths; lessons from a text book on written arithmetic.

SECOND HALF YEAR.

Continue mental exercises daily; multiplication and division of fractions by integers; easy problems in mensuration; common divisors and common multiples; cancellation; percentage introduced; denominate number tables with practical applications; measurements: surfaces—cube, rectangular prism, square pyramid: volume—cube, rectangular prism; problems from text book. Special attention to form and statement in written work.

GROUP III.—SCIENCE.

FIRST HALF YEAR.

NATURE STUDY: Discuss wind belts, rain belts; why moisture is dew, fog, rain, hail, snow; what frost is and how dew falls; why we sometimes see the breath, why the tumbler sweats and other phenomena based upon the same principle. In all this work dwell upon the *use to man*.

GEOGRAPHY: Sand or clay modelling and map drawing continued; daily lessons from an elementary text on the subject, including land and water surface features, general facts of climate, productions, peoples and countries, real excursions continued through the entire year.

ORAL PHYSIOLOGY AND HYGIENE: Review rapidly topics of preceding grade; teach general outline of the location and character of the brain and nerves, general outline of digestion and its processes; explain the heart and give a general outline of the circulation; note use of all external parts of the eye; teach how hearing is impaired and tell how we get knowledge through the special senses; teach effects of condiments and how peppery substances, alcohol and tobacco impair delicacy of taste, and their other effects.

SECOND HALF YEAR.

NATURE STUDY: Birds:—parts—head, body, wings and legs; nests—kinds and places; food—manner of procuring; birds of prey, climbers, scratchers, waders, swimmers and divers. Plants: seeds—shape, how distributed, etc.; flowers—season, form, parts; lessons about farming.

GEOGRAPHY: Daily lessons from text; study of relief maps and map drawing.

ORAL PHYSIOLOGY AND HYGIENE: Discuss functions of the lungs and diaphragm—movements and purposes of respiration and necessity for fresh air; lessons continued on the eye and ear, giving directions for their care; teach the care of nose and importance of breathing with the mouth closed; more extended instruction on the effects of alcohol and narcotics; importance of strong body and how to promote its healthful growth.

GROUP IV.—CONDUCT.

FIRST HALF YEAR.

BIOGRAPHY AND HISTORY: Review stories and sketches of previous year; pioneers in Maryland and surrounding States; biographical sketches of John Cabot, Sir Walter Raleigh, John Carver, Peter Stuyvesant, William Penn, Benjamin Franklin, Daniel Boone, Samuel Adams; Maryland history stories.

SECOND HALF YEAR.

Biographical lessons continued—Henry Hudson, Miles Standish, Lafayette, Alexander Hamilton, Thomas Jefferson, Dolly Madison, Henry Clay, Andrew Jackson, Daniel Webster, Nathaniel Hawthorne, James Russell Lowell, Henry Longfellow, Abraham Lincoln; continue Maryland history stories; easy lessons from an elementary text book.

FIRST HALF YEAR.

CIVICS: Discuss the institutional life—the family, church, school, society, etc.—as seen around the pupils; enlarge on talks of town, county and State governments; the President of the United States, the Governor of the State; maintenance of roads and schools.

SECOND HALF YEAR.

Continue talks on topics of first half year; how officers are chosen—laws pertaining to voting; patriotic songs and poems; mail, telegraph and telephone.

GROUP V.—ART.

THE ENTIRE YEAR.

VOCAL MUSIC: Daily exercises in singing; continue occasional instruction in rudiments of music.

MANUAL TRAINING: Cardboard construction work, including geometric forms of type solids—and for other models follow the graded series of a good manual on the subject. Drawing:—continue drawing from objects (spherical forms), botanical and pictorial drawing; continue color study—use of floral elements in borders or surface patterns in colors; use drawing book.

PHYSICAL TRAINING: Note suggestion for primary grades.

FIFTH YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING-LITERATURE: Fourth reader completed; supplementary reading in touch with grade subjects; heroic myths continued, as "The King of the Golden River"; Hawthorne's "Wonder Book"; ballads and traditional stories, as The Ballads of Robin Hood; stories of chivalry—begin with Arthur and his Round-Table Knights, the Stories of Roland; historical stories and poems—Stories of American Explorers, stories of our country.

SECOND HALF YEAR.

Suitable selections from one or more class readers; historical stories and poems continued—"Greek myths," selections from "Hiawatha," "Birds of Killingworth," "Courtship of Miles Standish;" poems in season; memorizing of poems and excerpts from poems.

FIRST HALF YEAR.

SPELLING: One lesson each day from text book; begin use of dictionary for meaning and use of words; lists of words and their definitions from other lessons; diacritical marks.

To the Teacher: Let use of dictionary be confined to references to a large volume, as use of the small dictionaries gives too limited meaning to words.

SECOND HALF YEAR.

Continue lessons from the text book; dictation exercises, paying attention to form, spelling and punctuation; occasionally writing of a part of a poem or selection from memory; special attention to proper names; oral spelling tests occasionally; spell all new words in geography and history lessons.

FIRST HALF YEAR.

LANGUAGE: Continue oral language work, giving much drill in reproduction of narrative and descriptive stories; use material from lessons in geography, history and literature for language training; pupils to use a language text book as a guide; teach the business forms for ordinary receipted bills, receipts for money and promissory notes; distinguish between the uses of the following: bad, evil, ill; couple, several, few; faded, withered; little, small; fresh, new; funny, strange; cunning, tiny; bad, badly, etc.; classification of words under "parts of speech."

SECOND HALF YEAR.

Lessons from the language text; exercises in paragraphing; original composition work; various terms of technical grammar; adverbs and adjectives as modifiers; object of each distinguished; objective case recognized; develop idea of case; nouns, pronouns, distinguished and classed; recognition of metaphors, comparisons, similes and personifications.

THE ENTIRE YEAR.

WRITING: Daily exercises, using copy book suitable to grade.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Daily lesson from text book—rapid review of factoring, cancellation, greatest common divisor and least common multiple, as necessary to the intensive study of fractions, which is the chief work of this year grade—more especially of the first half year; frequent drills in mental arithmetic; denominate number tables with frequent drills in applications; measurements—surface of parallelogram, circle, cone and cylinder.

SECOND HALF YEAR.

Common fractions completed; decimals—addition and subtraction, multiplication and division; changing common fractions to decimals; per cents equivalent to fractions and decimals; denominate number tables with practical applications continued; measurements continued; bills and receipts; mental arithmetic.

GROUP III.—SCIENCE.

FIRST HALF YEAR.

NATURE STUDY: In the study of plants and animals give more attention to types and comparative study; animals—those that store food and those that do not; coverings of animals—value of wool, fur, skins and shells in commercial life; elementary lessons on agriculture.

GEOGRAPHY: Lessons from an elementary text book.

PHYSIOLOGY AND HYGIENE: Lessons from an easy text book which treats of alcoholic drinks and narcotics and their effects on the human body (as required by State law).

SECOND HALF YEAR.

NATURE STUDY: Plants—buds, leaves, flowers, with talks on position, arrangement, size, form, color; insects—the house fly, the honey bee, etc. and their habits; elements of agriculture.

GEOGRAPHY: Elementary text book completed.

To the Teacher: Do not let the text book divert the pupils' attention from the central thought of geography study—the earth as a habitation for man. Pay special attention to the following: (1) map drawing; (2) coast lines—(a) advantages to man and (b) disadvantages to man; (3) drainage—Atlantic and Pacific systems; (4) man's struggle (a) for subsistence (food, shelter, clothing, fuel) and (b) for transportation (ships, steamboats, bridges, tunnels, railways; (5) man's reward (the home, travel, education, commerce, cities, society).

PHYSIOLOGY: Lessons from text book of preceding half year.

GROUP IV.—CONDUCT.

FIRST HALF YEAR.

HISTORY AND BIOGRAPHY: Daily lessons from an elementary history of the United States with special emphasis on historical narratives; explorations and discoveries; early colonies of North America, and difference in people who settled them; early Indian wars and life in colonial times; Maryland history stories continued, etc.

CIVICS: Review topics of previous year; study county and State school systems; qualifications of voters.

SECOND HALF YEAR.

HISTORY AND BIOGRAPHY: Continue lessons from text book; continue study of the colonies and note this division: (1) southern colonies—Virginia, the Carolinas and Georgia; (2) The New England colonies—Massachusetts, New Hampshire, Connecticut and Rhode Island; (3) The Middle colonies—New York, New Jersey, Pennsylvania, Delaware and Maryland. Stories from Grecian history, and Maryland history stories.

CIVICS: Study departments of government (legislative, executive and judiciary); discuss how laws are passed; branches of the State government; taxation and what becomes of the money; courts, judges and jurors, etc.; collect reports of State officers.

 GROUP V.—ART.

THE ENTIRE YEAR.

VOCAL, MUSICAL AND PHYSICAL CULTURE: Note suggestions in preceding grades. Teacher should have a good text on each of these general exercises for guidance and as a source of material adapted to each grade work.

MANUAL TRAINING: Cardboard construction work continued. Analysis of leaves and flowers for color schemes; original designing; object study; drawing in any medium of plants and common objects.

SIXTH YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING-LITERATURE: Lessons from a Fifth reader; supplementary reading books in keeping with the subjects of the grade; reading by sight for thought and expression; suggested—"Hiawatha" (whole poem), "Rip Van Winkle," Longfellow's "Building of the Ship" and "Robert of Sicily," Hawthorne's "Snow Image" and "Great Stone Face," "Story of William Tell."

SECOND HALF YEAR.

Lessons from Fifth reader continued and also supplementary books as suggested in first half year work; reading of poems and memorizing of a few entire poems; stories of Roman history; other selections, as "Paul Revere's Ride," "Grandmother's Story of Bunker Hill," "Lord Ullin's Daughter," Tennyson's "The Brook;" poems suitable to class work in other studies.

FIRST HALF YEAR.

SPELLING: Complete the lessons of the spelling book; continue use of dictionary; drills in diacritical marks; lists of words gained from other subjects of the class or grade.

SECOND HALF YEAR.

A daily lesson from a modern text book on etymology; reviews of difficult words of preceding half year.

FIRST HALF YEAR.

LANGUAGE AND GRAMMAR: Continue oral and written language work of preceding grade; lessons from a text book on grammar; original compositions.

SECOND HALF YEAR.

Lessons from text book continued; in composition develop three paragraph form with the idea of a *beginning*, *middle* and *end* construction; continue original compositions.

THE ENTIRE YEAR.

WRITING: Daily exercise in copy books adapted to the grade; much attention to position and movement; much practice work to secure the muscular or forearm movement.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Rapid review of leading topics of previous grade; denominate numbers completed; percentage should be the chief work of this year grade—profit and loss; commission, discount, interest.

SECOND HALF YEAR.

Continue percentage—stocks and bonds, promissory notes, drafts, bank discount, partial payments; ratio and simple proportion; square root; problems involving practical measurements—board measure, papering, carpeting, etc.; use of equation in problems.

GROUP III.—SCIENCE.

FIRST HALF YEAR.

NATURE STUDY: Animals—study of reptiles, fishes, birds, mammals; soils, rocks, fossils, coal, precious stones.

GEOGRAPHY: Lessons from the text book.

To the Teacher: In making a study of any country give especial attention to:—(1) productive regions and their products; (2) exports—resulting from surplus of products; (3) imports resulting from deficiency of products; (4) navigable rivers, lakes, canals, railways and harbors as determining prominent commercial centers; (5) native animal and vegetable life, and mineral products.

PHYSIOLOGY: Complete and review text book of fifth grade.

SECOND HALF YEAR.

NATURE STUDY: Continue work of first half year; talks on the rainbow, spectacles, spy glass, microscope; elements of agriculture.

GEOGRAPHY: Text book lessons continued; map drawing; lessons on motions of the earth and their effects; latitude and longitude.

GROUP IV.—CONDUCT.

FIRST HALF YEAR.

HISTORY: Continue lessons from text book; in colonial history work several colonies should be studied in detail as types: Virginia, Massachusetts, New York and Pennsylvania; French and Indian war and its bearing on the future of the United States; Maryland history stories continued.

CIVICS: The duties of State and county officers; a broader study of the question of taxation and departments of government.

SECOND HALF YEAR.

HISTORY: Continue lessons from text book; important battles of European countries, as Marathon, Thermopylae, Salamis, Hastings, Waterloo, etc.; biographical sketches of great war heroes; continue study of Marylanders who were *history makers*; collect pictures of prominent Marylanders.

GROUP V.—ART.

THE ENTIRE YEAR.

VOCAL MUSIC: Follow former suggestions.

MANUAL TRAINING: Drawing in mass of animals and children in interesting attitudes; drawing in any medium of plants and common objects; original designing; painting of flowers and still life from nature in water colors; decorating objects made by pupils.

Follow prescribed course in manual training departments.

PHYSICAL CULTURE: Breathing and other exercises as time and need of pupils may suggest.

SEVENTH YEAR GRADE.

GROUP I.—LANGUAGE-LITERATURE.

FIRST HALF YEAR.

READING-LITERATURE: Reading from Fifth readers and supplementary books suited to interest and capacity of pupils of this grade; reading for thought and expression; sight reading. Reading and study of literary wholes; Longfellow's "Evangeline," Irving's "Sketch Book," "Snowbound."

SECOND HALF YEAR.

Reading of first half year continued; literature—Bryant's translation "Ulysses Among the Phalacians;" "Lay of the last minstrel."

FIRST HALF YEAR.

SPELLING: Rapid review of difficult lessons of the spelling book; lists of words from other subjects of the grade; an occasional *spelling match*; a lesson each day from etymology.

SECOND HALF YEAR.

Lessons in Etymology continued covering the more important lessons of the text book; emphasize correct use of words as to meanings and constructions; familiarity with use of dictionary.

FIRST HALF YEAR.

GRAMMAR AND COMPOSITION: Continue oral and written work of preceding grade; strengthen and develop the outline by means of the idea of dependence and subordination in thought processes; more difficult and advanced letter writing; lessons from a text book on technical grammar.

SECOND HALF YEAR.

Classification of sentences as to kind and meaning; survey the three kinds—simple, complex and compound; subordinate and co-ordinate; review and develop case (in connection chiefly with pronouns) and prepositions, with their government; the verb—transitive and intransitive; object and complement; declensions of nouns and pronouns; analysis of the sentence; parsing and syntax; complete lessons of text book; original composition work continued.

THE ENTIRE YEAR.

WRITING: For suggestions see sixth year grade.

GROUP II.—MATHEMATICS.

FIRST HALF YEAR.

ARITHMETIC: Fractions and decimals, denominate accounts, simple interest, Bank discount, profit and loss, promissory notes and drafts, square root reviewed; compound interest; insurance.

SECOND HALF YEAR.

Taxes, Bank discount, partial payments, simple proportion, compound proportion, and average (optional); cube root (chief study), mensuration of surfaces and solids, miscellaneous problems; algebraic signs and symbols, with easy problems from blackboard.

GROUP III.—SCIENCE.

THE ENTIRE YEAR.

ELEMENTARY SCIENCE: Lessons from text on elements of agriculture (first half year).

GEOGRAPHY: Political geography completed, with lessons on physical geography (second half year).

GROUP IV.—CONDUCT.

FIRST HALF YEAR.

HISTORY: Lessons based on more advanced text: teach causes leading to Revolutionary war, plans for raising revenue in the Colonies, stamp act, tax on tea, etc.; Declaration of Independence (committing to memory first part); with aid of a geography study campaigns 1776-78 in Middle States; also those of 1778-81 in Southern States—teaching one or two principal battles in each section thoroughly (Bunker Hill, Long Island, Saratoga, Savannah, King's Mountain, Yorktown); emphasize part Maryland took in the war—the battle of Long Island, Burning of the Peggy Stewart, Howard, Smallwood, Gist; lessons on State history; discuss the critical period between 1781-1787; teach constitutional period and the financial schemes of Hamilton; War of 1812.

SECOND HALF YEAR.

Continue basing lessons on text book, teaching with special emphasis the naturalization laws, Monroe doctrine, growth of slavery, causes and results of Mexican War, discovery of gold in California; internal development—railroads, canals, telegraph; doctrine of State's rights, Missouri compromise, Kansas-Nebraska troubles, fugitive slave law, Dred Scott decision; causes leading to and main facts of the Civil War and also the war with Spain.

THE ENTIRE YEAR.

CIVICS: Emphasize local laws governing the country; larger facts relative to the General Assembly and State government; more details concerning duties of public officers; broader discussions of institutional life, and international relations. These lessons in connection with history work.

GROUP V.—ART.

THE ENTIRE YEAR.

VOCAL MUSIC: Follow former suggestions.

PHYSICAL CULTURE: Follow former suggestions.

MANUAL TRAINING: Drawing—plant forms in appropriate medium; original designing; still life and ornament; exercises from drawing book. Special course for pupils in a manual training department.

High School Course

COVERING FOUR YEARS' WORK.

NOTE:—A Committee composed of Robert H. Wrigat, Edward M. Noble and W. P. Stedman, representing the High School Teachers' Association, and the State Superintendent, representing the State Board of Education, revised with great care the course of study for all the grades, and the committee's report was adopted, with slight modifications, by the State Board of Education at a meeting held in October, 1908. This revised course, embracing eleven year grades, will go into effect September first, 1909. In the meantime teachers are requested to become familiar with its provisions, and the school Superintendent of each county is urged to issue to his Teachers a bulletin of the course, based on the text books used in the county; and it would be well to do this before the close of the present scholastic year. It is the expectation of the State Department of Education to publish a revised edition of the Maryland State School Manual within a reasonable time, in which will appear a broader discussion of the several school subjects.

Academic or Regular Course.

EIGHTH YEAR GRADE.

English—5 Periods per week.

Literature—The story in prose and verse.

1. Rip Van Winkle, The Legend of Sleepy Hollow—Irving, 5 weeks, 3 lessons a week.*
2. The Vision of Sir Launfal—Lowell, 4 weeks, 3 lessons a week.
3. Tales of the White Hills—Hawthorne, 5 weeks, 3 lessons a week.
4. Treasure Island (optional)—Stevenson, 8 weeks, 3 lessons a week.
5. Lays of Ancient Rome—Macaulay, 5 weeks, 3 lessons a week.
6. Lay of the Last Minstrel—Scott, 8 weeks, 3 lessons a week.

If time remains, one of the following dramas:

As You Like It. Midsummer Night's Dream. Julius Caesar.

Supplementary Reading. (One or two texts for the year to be selected by the teacher.)

Stories—Kipling.

Stories from the Alhambra—Irving.

Hypatia—Kingsley.

The Lady or the Tiger—Stockton.

The Outcasts of Poker Flat—Bret Harte.

Evangeline—Longfellow.

Marmion or Lady of the Lake—Scott.

NOTE:—In this and the other years of the literature outline the division of time is only suggestive. In most instances it will not require as many lessons as are mentioned. The object of the Committee is to show that there is sufficient time to cover all the work given in connection with literature and plenty of time remains for completing the other work in English.

Composition, Grammar and Rhetoric.

Composition—Chiefly narration—a little description. Narration of short incidents based on experience or the reading texts.

Grammar—Review and further study.

Rhetoric.—1. Principles of narration and description illustrated by the reading texts and written work of the pupils.

2. The most usual figures of speech illustrated by reading texts.

A good text on writing in English may be in the hands of the pupils, but should be used only in a supplementary way.

Business correspondence and spelling.

Mathematics—5 periods per week.

Algebra. To Quadratic Equations. Special emphasis on the following:

1. The four fundamental operations for rational algebraic expressions.

2. Factoring, determination of highest common factor and lowest common multiple by factoring.

3. Fractions, including complex fractions, ratio and proportion.

4. Linear equations, both numerical and literal, containing one or more unknown quantities.

5. Problems depending on linear equations.

6. Radicals, including the extraction of the square root of polynomials and of numbers.

7. Exponents, including the fractional and negative.

History: Ancient or General—from an elementary text. 5 lessons a week.

The year's work should be so arranged that it will lead up to the work in English History prescribed for the Tenth Year Grade. The principal events of Ancient History should be studied in connection with biographies of great historical characters, as Abraham, Alexander, Caesar, etc., as centers, and much of European history should likewise be included in the year's work. The County Superintendent may outline the work based on text book in use.

Drawing—2 lessons a week.

Drawings from nature and still life; landscape in two or more tones. Grouping studied with light and shade.

Designs for surfaces and borders applied to books, wall paper, pottery, etc.

Simple geometric problems with application to working drawings.

Pictures from some leading artists distributed, and the styles studied and compared.

Written outline of the lives and works of these artists required.

Latin—5 Periods per week. First Latin book completed.

*Science—Botany and Geography—5 Periods per week.

*NOTE:—The various phases of Geography should be studied in connection with Botany. In teaching the plant tell *where* it grows, its various uses and its relation to commercial and industrial life. The causal relations of Geography should be especially dwelt upon in this year's work. In order to make the lessons more complete, the main facts of Geology and Physical Geography should be taught herewith, as it is not practicable to place a text book on these related subjects in the hands of pupils.

NINTH YEAR GRADE.

English—5 Periods per week.

Literature—Description, Narration and the Novel.

1. The Deserted Village—Goldsmith, 5 weeks, 3 lessons a week.
2. Snow-Bound—Whittier, 5 weeks, 3 lessons a week.
3. Elegy Written in a Country Churchyard—Gray, 3 weeks, 3 lessons a week.
4. Selections—Poe, 5 weeks, 3 lessons a week.
5. Vicar of Wakefield—Goldsmith, 7 weeks, 3 lessons a week.
6. Silas Marner—Eliot, 8 weeks, 3 lessons a week.

Some instruction by lecture in history of English literature.

Supplementary Reading. (One of the texts at the option of the teacher.)

House of Seven Gables—Hawthorne.

Kenilworth or Ivanhoe—Scott.

Cranford—Gaskell.

David Copperfield or Great Expectations—Dickens.

The Spy or The Last of the Mohicans—Cooper.

Rhetoric—Further study of Narration and Description. Choice of words and figures of speech.

Composition—Narration, Description, Simple Exposition. Business Correspondence and Spelling.

Mathematics—5 Periods per week.

First half-year—Commercial Arithmetic.

Second half-year—Plane Geometry—At least two books.

NOTE:—This division is made to show proportion of time to be given each subject and is not intended to prevent any arrangement of recitations which teacher may deem wise. Commercial Arithmetic and Plane Geometry may come on alternate days, and thus each branch may run through the entire year. The same is true of all other related subjects where a part of a year is allowed each.

Latin—5 Periods per week. At least 3 books of Caesar.

Forms and constructions needed in texts from a Latin grammar.

Prose based on texts.

Science—Zoology and Commercial Geography—5 Periods per week. Use outlines of approved texts.

NOTE: In teaching the fauna follow the ideas advanced in note to Botany.

Commerce—Bookkeeping—3 periods per week.

Drawing—2 Periods a week.

Historic ornament carried out in color and applied.

Groups of solids and still life in light and shade; drawing from casts, window and life sketches in color and black and white.

Interiors involving the principles of perspective; illustration; time sketches; working drawings of familiar objects, with the appearance of the same in light and shade, and when appropriate, a decorative design applied.

Manual Training—1 double period for boys, and Domestic Science (recommended) for girls.

TENTH YEAR GRADE.

English—5 Periods per week.

Literature—The Essay and the Lyric.

1. DeCoverley Papers—Addison, 8 weeks, 3 lessons a week.
2. Essay on Johnson—Macaulay, 5 weeks, 3 lessons a week; or
Essay on Burns—Carlyle, 5 weeks, 3 lessons a week.
3. Washington and Webster, 4 weeks, 3 lessons a week.
- *4. The Golden Treasury, 28 periods.
5. Minor Poems—Milton, 5 weeks, 3 lessons a week.

†History of Literature.

Supplementary Reading.

Essay on Addison—Macaulay.
Heroes and Hero Worship—Carlyle; or
Essays of Elia (one or two selections)—Lamb.
Gettysburg Address—Lincoln.
Westward Ho—Kingsley.

Rhetoric—The Paragraph, Exposition, and Argument.

Composition—The four kinds—Emphasis on Exposition and Argument.

Mathematics—5 periods per week.

First half-year—Plane Geometry—completed.

Second half-year—Algebra—completed. These two branches may come on alternate days, if desirable.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

*Latin—5 periods per week—4 orations of Cicero.

Forms and constructions needed in texts from Latin Grammar.

*German—5 periods per week.

Grammar—One-half German Grammar.

Reading—Selections from Reader.

*French—5 periods per week.

Grammar—(Part I). About one-half of Grammar.

By the end of the first year, the student should have a knowledge of the essential points in French Grammar, including the principal irregular verbs.

Reading—(About 100 pages of some accepted translation)

Frequent practice in conversation, and almost daily translation from English into French throughout the entire first year. Dictations during the last five months. Two or three short poems committed to memory.

*Science—Physics—5 periods per week.

*To be taken up with the authors throughout the year. Wordsworth, Gray, Collins, Cowper, Burns, Dryden, Keats and Shelley are required. Others may be taken up during year at discretion of the teacher.

†Pupils use library for reference books instead of having a text book for each pupil.

*NOTE:—As regards Latin, German, French and Science, the Superintendent and Principal must elect two for the class and the election shall hold good for the succeeding year, so as to prevent a multiplication of recitation periods.

History—English History—4 periods a week.

Manual Training—1 double period a week for boys.

Domestic Science—1 double period a week for girls (recommended).

Drawing—2 periods a week (elective).

Mechanical work; the plan and elevation of simple buildings.

Color analyzed, harmony, contrast, and tones emphasized and illustrated in representing distance, twilight, gray and bright weather, etc.

Designs for textiles, surfaces, title pages and covers for books, initial letters carried out in ink and color.

Illustrations from poems, in two or more tones, in ink; advanced work in still life and nature, in ink and color.

ELEVENTH YEAR GRADE.

English—5 periods per week.

Literature—Ballad, Epic, Drama.

1. The Ancient Mariner—Coleridge, 4 weeks, 3 lessons a week.

2. Folk Ballads, 4 weeks, 3 lessons a week.

3. Iliad, 8 weeks, 3 lessons a week.

4. Idyls of the King—Tennyson, 8 weeks, 3 lessons a week.

5. Macbeth, 7 weeks, 3 lessons a week.

6. Merchant of Venice, 5 weeks, 3 lessons a week.

Review of History of Literature for entire course.

Supplementary Reading.

Rise of Silas Lapham.

Rape of the Lock.

Nibelungen Lied.

Two Gentlemen of Verona.

Romeo and Juliet.

Twelfth Night.

Solrabb and Rustum.

Rhetoric—Review of the four kinds of composition and of the principles guiding them.

Composition—Based on experience and literature texts.

Mathematics—5 periods per week.

Solid Geometry completed and a review of the Mathematics of preceding grades, especially of the Algebra.

*Latin—5 periods per week.

At least four books of Virgil.

Latin Composition.

Grammar, completed.

*German—5 periods per week.

Grammar—completed. Translations, etc., completed.

Reading—At least three of these or similar readings. List suggestive.

Heyse's *L'Arrabbiata*.

Storm's *Immensee*.

Schiller's *Der Neffe als Onkel*.

Gerstacker's *Germelshausen*, or

Hatfield's *Lyrics and Ballads*,

William Tell.

*French—5 periods per week.

Grammar—completed.

Prose composition each week throughout the entire year.

Reading—Read three or four of some such treatises as these. This list is merely suggestive.

Chateaubriand's *Le Dernier Abencerage*.

Moliere's *Le Bourgeois Gentilhomme*, and one of the following:

Le Brete's Mon Oncle et Mon Cure.
 Erckmann—Chatrian's Madame Therese,
 Dumas's La Tulipe Noir.
 Le Cid.

Conversation, Dictation, Poetry memorized (throughout the year).
 Original Composition and Letter Writing (last 5 months).

*Science—Chemistry—5 periods per week.

History—United States History and Civics—5 periods per week.

NOTE:—In the study of United States History, more stress should be placed upon the industrial and economic side than has been the custom heretofore. The Civics should be taught along with the History. The equivalent of one period per week should be given to Civics.

Manual Training—1 double period a week for boys.

Domestic Science—1 double period a week for girls (recommended).

Drawing—2 periods a week (elective).

Advanced work in color.

Charcoal and ink from casts and nature.

Colored interiors, life studies, original composition; review.

*See note regarding election of two subjects as given in connection with Tenth Year Grade.

Commercial Course.

Elective only for those students who have successfully completed all the grade work to the Tenth Year Grade.

TENTH YEAR GRADE.

English—5 periods per week. Same as Regular Course.
 Bookkeeping—3 periods per week.
 Stenography—5 periods per week.
 Typewriting—3 periods per week.

NOTE:—There should be at least 8 periods per week given to Stenography and Typewriting, but the teacher should feel at liberty to divide these periods so as to get the best possible results out of his equipment.

Commercial Law—2 periods per week.

NOTE:—Make this practical, not technical.

Penmanship and Spelling—2 periods per week.
 *Science—Physics—5 periods per week. Same as Academic Course.
 Drawing—2 periods per week.
 Manual Training for Boys—1 period per week.
 Domestic Science for Girls—1 period per week.

ELEVENTH YEAR GRADE.

English—5 periods per week. Same as the Academic Course.
 Bookkeeping and Penmanship—3 periods per week.
 Stenography—5 periods per week.
 Typewriting—5 periods per week.

NOTE:—See note to Tenth Year Grade.

History—History of Commerce and Business Economics—4 periods per week.

NOTE:—This Course should be Commercial and Industrial History of a practical nature. A study of local industries and why a particular industry is located at a given place. Also there should be some study of the methods of conducting a given business.

Civics—The equivalent of one period a week.
 Commercial Correspondence—two lessons a week.
 Manual Training—Boys—1 double period a week.
 Domestic Science—Girls—1 double period a week.

*In case Physics is not elected by Superintendent and Principal for regular course, English History shall be substituted for same.

COURSE OF STUDY IN MANUAL TRAINING AND DRAWING

— FOR THE —

MANUAL TRAINING SCHOOLS OF MARYLAND.

Suggested and arranged by

D. FRED SHAMBERGER

LUTHER FORSYTH,

GEORGE M. GAITHER,

WILLIAM J. HOLLOWAY,

Committee of the Manual Training Teachers' Association.

And approved by the State Board of Education, October 7, 1908.

FIRST GRADE.*

In the first grade there should be no series of exercises in the same sense as in the upper grades. The child's immediate surroundings should serve as a nucleus for the instruction, as the natural foundation upon which to build. He should first make some investigation of his own home, his food and his clothing; then he is prepared to study the conditions which surrounded foreign and primitive peoples. When a child is made acquainted with his surroundings, he is given an opportunity to react upon ideas partially familiar to him. He is interested in things about which he knows something. His own instinctive interest is our safest guide at this period. He should be given an opportunity to express himself by means of language and by means of his hands upon matters pertaining to his school, his home, home occupations, food, and clothing, etc. Personal reaction is the condition for growth, and every child has a craving for such reaction. He has an instinctive interest in performing the activities which develop his latent powers.

Dewey says: "The school is primarily a social institution. Education is a process of living, and not a preparation for future living. The school must represent present life,—life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground. The school life should grow gradually out of the home life, should take up and continue the activities with which the child is already familiar in the home. It should exhibit these activities to the child and reproduce them in such ways that the child will gradually learn the meaning of them, and be able to play his own part in relation to them. The *social life* of the child is the *basis of concentration or correlation*, in all his training or growth. The social life gives the subconscious unity or background of all his efforts and all his attainments."

All educators agree that hand work should be correlated with the other instruction. Herbart and Froebel differ somewhat as to the necessity of correlation. Froebel looks upon hand work as the foundation for the formation of new ideas. He places the emphasis upon the natural growth of the child through experiences of his own gained by the use of his hands. Herbart, on the other hand, would utilize the lessons in hand

*Adapted from: Correlated Hand Work—Tryborn & Heller. Industrial Work for Public Schools—Holton & Rollins. Seat Work and Industrial Occupations—Gilman & Williams.

work as a means of illustrating ideas already acquired from other studies. Placing more importance upon instruction, he would have the principles involved developed carefully before the hand work is undertaken, and thus use the constructive exercises as an expression of what has been taught.

Both of these principles should be applied to the constructive work in the grades, the Froebelian doctrine having more prominence in the lower than in the upper grades.

In the first grade the constructive work should grow out of the "thought-work," or vice versa. Every object made has some significance in relation to the thought work; a chair or a table is made when the home is studied, a canoe or wigwam when the Indians are studied, a hoe and a rake in connection with the study of food, a fireplace and a mantelpiece as the Christmas thought is developed, Puritan hat and cradle in connection with the celebration of Thanksgiving, etc., etc.

The work of this grade is based upon the child's natural desire to do, to make something useful in play that he may take home or use in school. The objects made may not be of interest a month later, but the making has served its purpose. The children have gained the educational value that grows out of the expression of ideas, and out of planning, designing, and constructing something that touches their own lives and is of vital interest to them.

The great end to be attained is the educational value of the work, and not the commercial value of the articles made. Many of the articles suggested in this outline can be bought for a few pennies; but the reasoning, judgment, accuracy, self-control, originality, neatness, habits of work, and power developed through making cannot be purchased.

If children of the first grade have had kindergarten training, they will have considerably more aptitude for constructive work than if paper construction, clay modeling and sewing are all new to them. In the latter case the lesson should be made as simple as possible during the first part of the year. The constructive work at any time should not be of such a nature that means failure to the majority of the pupils. The teacher should bear in mind Emerson's words: "Nothing succeeds like success," and endeavor to give the child this feeling of power, this confidence in his own ability, derived only from successful effort.

No new exercise should ever be given until the last one presented has been thoroughly taught. This avoids much of the difficulty often experienced by teachers, and is good pedagogy. It is the practical application of sound educational principles, and should be followed by all teachers. "Not how much, but how well" is a good rule for constructive work.

In the beginning the work should take the form of simple kindergarten paper folding, checking, cutting and pasting, in order that the child may acquire a working basis by which later he makes and invents gifts for his friends and furniture for his miniature house.

The following is a mechanical plan which may be begun the first day of school, and which may be acquired gradually by the little ones:

Fold an oblong or square piece of paper into oblongs. Teach upper edge, lower edge, right edge, left edge, upper left corner, lower left corner, upper right corner, lower right corner. Call it a book. Play reading the book. Play singing from the book. Fold other sheets and make a booklet. Use the booklet for any suitable exercise or seat work.

Fold a square piece of paper into four squares. Child may call it a window. "What do you see through the window?" "How many panes in your window?"

Fold a square into four strips and crease. Cut along creased lines. Use the strips for mat weaving, making of chains, etc.

Fold a square into sixteen squares or checks, "checker-board fold." Use in number work.

Repeat these exercises many times, and save the paper strips and checks for use in writing lists of words, making figures and pictures, illustrating words, tracing circles, and in number work, and in other varieties of "seat-work."

Fold a square from an oblong. Fold a shawl, a Puritan kerchief, apron, etc.

Fold an envelope, a picture frame, a Puritan hat, a boat. Teach diameter, diagonal.

Fold a mantelpiece and fireplace.

Fold a square box, a table, a chair. Cut and paste.

Fold, cut, and paste a lantern, a scissors holder, a sailboat.

Measure and rule one-inch strips, using an inch tablet and a cardboard ruler. A ruler divided into inches need not be used until later. The inch should be learned by the use of the tablet. Use the strips in number and seat work.

Measure and rule one-inch squares or checks. Teach horizontal line, vertical line. Cut the sheet into square inches, and use the squares in laying designs for mats and borders.

Check paper into inch squares by folding or by ruling, and cut to make boxes of different dimensions: 1 by 1 inch; 2 by 1 inch, 3 by 1 inch; 4 by 1 inch; 5 by 1 inch; 6 by 1 inch; all without covers. Use in illustrating number according to the Speer method, if desired.

Make a three inch box with handle.

Make a three inch box with handle and lid.

Measure and rule two inch strips.

Measure and rule two inch squares.

Use for language, number, etc.

Trace the outline of the left hand and cut out. Reserve for comparison with the same exercise at the end of the year.

Draw and cut circles. At first draw around 1, 2, and 3 inch circular plinths or tablets, and cut out until the children are able to cut out a smooth circular line.

Draw circles of different sizes, using a circular marker.

Make a circular picture frame, a clock, a wigwam, a calla lily.

Combine circles and strips to make boxes with lid and handle.

NOTE:—As early as possible begin to replace dictation and oral lessons with board directions. As much reading as can be comprehended should go hand in hand with all making. Since the desire to make is strong, there is a motive for reading directions.

MINIATURE HOUSES.

The play house is a typical first year project, although it can be profitably used in the first five grades. It involves an amount of making of a simple kind, and uses a variety of materials. The work can be extended or condensed to suit class room conditions, without in any way impairing the problem as a whole. It is preferably made a communal project.

1. In graded schools by having the entire house decorated and furnished by the children of a single grade, in any of the following ways:

a.—Have all the work done by each student, and select the best for the house; or,

b.—Assign a single room to one child, or to a group of children, to furnish as their own taste and originality and ingenuity dictate, they deciding for themselves what shall be used and who shall make it; or,

c.—Assign a single room to a group of children, each child to have a certain definite part of the work to do.

Encourage originality in all work.

2. In ungraded schools by:

a.—Using a single house, assigning a room to each grade, and following the suggestions in (a) or (c) above; employing the medium of expression best suited to that grade; or,

b.—Using a house for each grade, and following the suggestions in 1. (a), (b), or (c) above.

The houses may be constructed by students of the eighth or possibly the seventh grade; or packing boxes (soap boxes for choice) may be secured, two sides of each removed, leaving not a house, but a room in each case. Build up to make a house of five rooms and bath. Or, procure a wooden box about 30 inches long, 20 inches high, and 10 inches across, and divide it into rooms: three downstairs and two upstairs, with a space 6 inches wide between them for the hall and bathroom.

Design wall paper, using some simple border near the top, or stripes, or the mere repetition of motifs suitable for decoration of a given room, as vegetables, animals, utensils, landscape. Base the design on the power gained from the work in the Drawing Course.

Weave rugs, using cardboard looms, or, in higher grades, simple wooden looms.

For ornaments, kitchen utensils, dishes, etc., use the products of the Clay Modeling Course.

Other details incident to completing the rooms must be left to individual taste; pictures, windows and curtains will be arranged to suggest the reality desired. Use mica or tinfoil to simulate windows and mirrors, paper chains or festoons for draperies, etc.

It is not intended that this work should be done all at once. Some of the construction may be too difficult for the child and will have to be deferred until later. Add to the furnishings from time to time, and keep the interest alive in different ways.

Following the furnishing of the house, as much time as may be possible, may be given to home occupations for the various days of the week, as wash day; ironing day; mending and sewing day; shopping or baking day, and in the afternoon calling or visiting day; sweeping day, and baking day.

HOLIDAY CONSTRUCTIONS.

These are perennial exercises which must be taken up in all grades, although, while important, they are mere incidents in the year's plan as a whole, and it is needless to say, should be studied as the holiday approaches. For instance, the entire work of December should be based upon the Christmas thought, and each child should make several small gifts and assist in decorating the school room, and in the trimming of the school tree.

Study in the same way Thanksgiving Day, New Year's Day, St. Valentine's Day, Lincoln's Birthday, Washington's Birthday, Arbor and Bird Day, Easter, Memorial Day, and Maryland Day.

FREEHAND ILLUSTRATIVE CUTTING.

This is an important part of the course in primary manual arts. Its object is not to make illustrations, but to "test the children's comprehension of what they have read or have heard, to cultivate the imagination, bring forth originality, and to give hand training." It is probably the best way for the child to demonstrate his conception of certain lessons in reading, language, literature, nature, etc., and it never proves tiresome.

Subjects for illustration: Nursery rhymes, as "Hey Diddle Diddle," "Old Mother Hubbard," "Dickery, Dickery, Dock," "The Maid Was in the Garden," "The Old Woman Who Lived in a Shoe," "Jack and Jill," "Little Boy Blue," "Old King Cole," etc.

2. Fables, myths, and nature stories, such as "The Three Bears,"

"Peter Rabbit," "Little Red Riding Hood," "The Crow and the Pitcher," "The Fox and the Grapes," "Clytie," etc., etc.

Some of these may be made as "posters," or pictures in color, consisting of cuttings from various colored papers pasted on to form the picture. Any colors may be used so long as they harmonize.

The greater part of the work will be silhouette pictures, made by cutting the story from black paper, and pasting it on white, or vice versa.

THE SAND TABLE.

A constructive agent of great value and adaptability during the primary period is the sand table. It introduces many kinds of manipulation, and offers practically unlimited possibilities for any one of the first three grades. If the subject matter is changed from year to year, and new topics introduced at more or less regular intervals, the work continues fascinating and profitable, until the time when the second constructive period begins, dealing with the simple crafts about the fourth year.

It is not necessary that the school have a sand table large enough for the entire class to work at at the same time. A small one, where two or three can work together, the other children looking on and awaiting their turn, will answer, provided every child, if possible, is given an opportunity to work during any class exercise.

First Grade Drawing. Practice free movement exercises in straight lines, curved lines, and circles.

Lay sticks or other objects indicating border designs, and draw borders indicated.

Draw border designs by using squares and circles.

Draw leaves and grasses. Draw border designs by using leaf forms.

Draw conventionalized leaves.

Discuss the various ways in which leaves are veined, and draw specimen of each.

Draw the palm leaf, and discuss the resemblance to a fan. Draw a fan.

NOTE:—Landscape work is to be introduced in this grade, and continued throughout the course. Begin with laying on flat tones of sky and foreground; then study of various trees, such as pine, oak, fruit trees. Express the different seasons of the year, using the same subject.

For first three grades use crayons; in fourth, fifth and sixth grades, and upwards, use water colors.

SECOND GRADE.

Materials.	Processes.	Models.
Paper	First half: Free cutting, Folding, Folding and Cutting, Cutting, based on the Square. Second half: Folding Cutting and measuring to 1 inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch.	Continue and extend the work suggested for the First Grade. Free cuttings to tell the stories of games, as playing marbles, flying kites, jumping rope. Free cuttings to test comprehension of stories and poems. Border and centerpiece patterns for wall paper, tiles, rugs and mats. Picture frame, Envelope, Boxes, Baskets, Pin Wheel, Indian Canoe, Furniture, House, Sled, Sand table representations of a street, a railway station, "Red Riding Hood," "Cinderella," etc. Elements of the picture cut from paper and the details marked with crayon or pencil.

Clay Learn the names and facts illustrated by a study of the following type solids: 1. Sphere. 2. Cube. 3. Cylinder. Model these type forms in clay. Model fruits, vegetables, nuts, simple instruments, sugar bowl, lunch basket, toadstool, cup, bowl, house, inkstand, furniture, pump, water cooler, mug, cats, dogs, pigs.

Drawing. Study the shapes of apples, pears and fruits. Draw apples and pears. Draw the dogwood blossom and leaves. Discuss the ways in which plants and shrubs branch, and how the leaves occur upon the stems (alternate, opposite, clustered, etc.) Draw plants and leaves from specimens.

THIRD GRADE.

Paper Free Cutting, Folding, Seed box, seed envelope, recipe book, Cutting, Tying, Lacing, lamp shade, tray, tray with flaps, rectangular box with cover, cubical box and Pasting Use of angular box with cover, Puritan cradle, Valentine, Compass and Needle Valentine envelopes, George Washington hat, Easter basket, etc. Measuring to $\frac{1}{8}$ inch. The work of the last three months to be along the line of nature study and the preparation for summer. Free cuttings continued. Sand table representations continued.

Clay Learn the names and facts illustrated by a study of the following type solids: 1. Square Prism. 2. Square Pyramid. 3. Cone. Model these type forms in clay. Model apples, peaches, bananas, etc., vases, funnel, oil can, hour glass, churn, coffee pot, opera glasses.

Drawing. Draw the sphere, the cube. Study the horizon line, foreshortening; light, shade and shadow. Shade the models drawn.

Draw the square prism, the cylinder. Contrast the surfaces of same. Shade models drawn. Discuss objects having similarity in shape to the cylinder. Draw a flower pot, a jar or cup.

Raffia Wrapping Napkin Ring, Picture Frame.
Pin wheel, or pen wiper.
Weaving Rug or mat.

FOURTH GRADE.

Cardboard Evolution of Geometric solids, with their application to useful objects. Geometrical solids, type forms and useful models based upon principles learned.
Use measurements to sixteenths. 1. Cube. 2. Square Prism. 3. Equilateral triangular Prism. 4. Triangular Pyramid. 5. Square Pyramid. 6. Hexagonal Prism. 7. Octagonal Prism.
Binding with laps or floss, scoring, cutting with knife, pasting and gluing. (See note on following page).
Assembling, Shaping, Fitting, Punching, Knotting.

Clay	Learn the names and facts illustrated by a study of the following type forms: 1. Square Plinth. 2. Circular Plinth. 3. Oblate Spheroid. Model these types in clay. Model books, furniture, leaves, buttons on card, dishes, vase, inkstand, turnip, tomato, cat, dog, rabbit, seal, bear, deer.
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Raffia	Braiding	Mat, Doll's Hat.
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Drawing. Study symmetry, and draw the cube and the square prism in group. Draw and shade the cylinder and the cone in group. Study the difference in appearance between textiles and solids. Draw a jug or a pail, a cap or a hat. Draw and shade the hexagonal prism and the square pyramid in group. Draw and shade the square plinth, the circular plinth, and the oblate spheroid in group.

NOTE:—The most essential feature of *cardboard construction*, other than cultivating and developing the sense of form, the knowledge of distance, space, and volume, the habits of neatness, accuracy, and concentrated application, is the correlation of this work with Mechanical and Working Drawings. This important feature of the work is very often wholly neglected and lost by teachers allowing pupils to use the ruler in drawing lines, instead of using the T-square and angles. In some of our largest schools of Technology, beginners spend considerable time in tracing drawings for the purpose of familiarizing themselves with the drawing instruments. This familiarization can be accomplished while in cardboard construction, without any extra expenditure of time, if pupils are taught from the beginning to use the pencil, T-square, angles, and compass in drawing lines (The ruler should be used in measuring, scoring, cutting, etc.)

If this rule is adhered to, a course in Cardboard Construction can be completed in less time and with a much higher degree of efficiency than would be possible to have done by allowing pupils to misuse the ruler, and neglect the use of the T-square and angles.

The series of models named in the Fourth and Fifth Grades is one in which every line should be drawn by use of pencil, T-square and angles.

FIFTH GRADE.

Cardboard	Continuation of the processes brought out in the Fourth Grade. Ability to use and to make Development Drawings to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ size. Ratio work.	1. Rhombic Prism. 2. Octahedron. 3. Rhombohedron. 4. Right Triangular Prism. 5. Frustrum of a Square Pyramid. 6. Icosahedron. 7. Pair of Steps. 8. Greek Cross. 9. Oblong Tray. 10. Box with Cover. 11. Hinge Box. 12. Bill Holder. 13. Hexagonal Tray. Modifications of these type forms, and applications of same. Mats, boxes, trays and receivers of rectangular, triangular, hexagonal, octagonal, conical, and other geometrical forms.
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Desk pad, sewing basket, file case, envelopes, note book, card case, portfolio, art book, lantern, brush, broom holder, church window, windmill, holiday gifts.

See Note under Fourth Grade.

Elementary Wood-work.	Straight Edge Cut, Cross Grain Cut, Diagonal Cut, Convex Cut, Concave Cut, Whittling, Sawing, Planing, Squaring, Filing, Sandpapering, Simple Carving, Staining, Waxing.	Plant label, key tag, calendar back, match scratch, thermometer back, sail boat, sun-dial, bracket shelf, weather vane, penny bank.
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Clay. Learn the names and facts illustrated by a study of the following type solids: 1. Prolate Spheroid. 2. Ovoid. Model these forms in clay. Model pig, elephant, turtle, dishes, eyeglasses, lenses, photograph frame, fan, pears, lemons, mouse, fowls and birds, bird's nest and eggs. Model in relief conventional leaf forms, grasses, geometric and simple forms, conventional and geometrical designs applicable to tiles and panels.

NOTE:—In the Clay Modeling Course, more work has been suggested than can be done in any one year, leaving room for choice for year, according to local conditions. The work may also be extended to grades higher than the Fifth.

In all lower grades use as much as possible in connection with language, story telling and nature study.

Indian bowls with borders, vases, furniture, and still life forms, etc., may, when dry, have the borders colored with crayon or water color.

Should advanced work be desired, it should take the form of: 1. Tiles (Incised, using two tools, viz: one scraper for background, and one steel tool for incising designs.). 2. Candlesticks. 3. Bowls. 4. Vases, etc.

In the upper grades, the process should be much more careful, as objects can be fired, after which glazes are put on them in blues, greens and browns, according to taste of individual.

Drawing. Give exercises in blending colors. Draw leaves, plants and flowers, and color same. Draw and color various fruits: apples, peaches, pears, bananas, etc. Use conventionalized leaf in border design, and color. Draw Greek cross, frame work, etc. Draw outline of fish, cat, rabbit, horse, boy, etc. (Use water colors)

SIXTH GRADE.

Principles: Manual Training in the upper classes assumes a more specialized form, and greater emphasis is laid upon technical skill. While the models made are still those connected with the various interests of child life, they lead gradually along the line of the great industries. It is suggested that talks be given to the pupils on the history of our great American Industries, so as to give them a view of centres other than those connected with their home, school, or play life. Every opportunity should be given the child for the expression of his own ideas. To this end directions are to be given in response to questions, rather than for mere

dictation. The child is encouraged to observe for himself; and after certain fundamental processes have been mastered, free scope should be given for inventional work.

The outline as planned for the following grades is suggestive only. Changes may be made whenever it is advisable to bring the manual training into closer relation with other grade subjects, such as: number work, science, literature, history, geography, nature study, drawing.

Emphasis is laid upon increasing accuracy in the use of tools and materials, upon the first steps in the simplest working drawings, and upon neatness, good proportion, solidity, and proper decoration.

Every model made should be some useful form, but the different models made by the same grade of pupils throughout the State, should involve the same principles. This statement, however, should not be construed to mean that exceptional pupils are to be held back.

The models to be made may be divided into four classes, as follows:

1. Practice models, intended to introduce the pupils to the simpler tools.

2. Models with an applied design, given for the purpose of developing appropriate designing.

3. Original or suggested models, intended to develop the originality of the pupils.

4. Communal models, which may be either something original on the part of the pupil, something for the home, class-room, or shop, or possibly some piece to be used in the class-room for an experiment in physics.

The teacher should make a study of every model planned, so as to bring out the most thought from the pupil, especially along the following lines:

a. The making of the mechanical drawing.

b. The best mechanical construction.

c. The care and proper use of tools.

d. The practical application of this instruction.

Models made by the pupils of the Sixth Grade should be put together with nails, screws, or glue, using only the "butt joint."

The models by the pupils of the Seventh Grade should be put together in such a manner as to include the methods employed in the Sixth Grade, and bolts, or any other fastening device, using only the housed and lapped joints, dowels and battens.

The models made by the pupils of the Eighth Grade should be put together in such a manner as to include the methods employed in the Seventh and Sixth Grades, and the simpler forms of the mortise and tenon, and the dovetail joints.

Following are a few suggested models for carrying out the foregoing suggestions in the Sixth, Seventh and Eighth Grades:

SIXTH GRADE. Time—40 hours per year.

No.	Models.	Tools.	Processes.
1.	Rule r, key board.	Plane, try-square, marking gauge, back saw, bench hook.	Planing, gauging, measuring, sawing cross grain with back saw, sand papering.
2.	Flower pot rest, nail box.	Additional tools, brad hammer, nail set.	New processes, nailing, nail setting.
3.	Wall pockets, brackets, whisk broom holder.	Additional tools, simple use of chisel and inside gauge.	New processes, chiseling and gauging, staining.
4.	Glove box with lid.	Shoot board.	Planing end grain, beveling.

Drawing: Study pose and movement. Draw boy standing, boy jumping, boy catching. Draw horse standing, horse running, horse jumping fence, etc. Draw leaves and simple designs from casts in relief. Draw the open hand, the clenched hand, from cast.

SEVENTH GRADE. Time—50 hours per year.

See Principles stated under Sixth Grade.

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| 1. Small shelf. | Crosscut and rip saw and continued practice with tools already introduced. | Laying off and planing, and sawing obliquely. |
| 2. Paper knives, coat hanger. | Spoke shave, brace, gimlet bit, screw driver. | Saw kerfing, use of spoke shave, boring. |
| 3. Necktie rack, towel roller. | Counter sink, continued practice with tools explained. | Use of flat head screws, half lap joint, methods used in preceding models. |
| 4. Square top four legged stool. | Continued practice with tools explained. | Half lap joint, gluing, polishing by means of wax. |
| 5. Knife and fork box. | Compass saw, auger bit and wood file; continued practice with tools explained. | Housed joint, boring with auger bits, wood filing. |
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Drawing: Charcoal. Begin charcoal by drawing and shading a type solid, a jug, or a vase. Draw and shade a group of solids. Discuss and demonstrate the difference in representing textiles and solids—glossy and dull surfaces.

EIGHTH GRADE. Time—50 hours per year.

See Principles stated under Sixth Grade.

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| 1. Inkstand. | Continued practice with tools explained. | Paring with chisel and gauge, cutting blind mortise, making and using template. |
| 2. Two-legged stool. | Bevel, hand screw; continued practice with tools explained. | Notching, counter-boring, dowelling. |
| 3. Umbrella rack. | Clamps, continued practice with tools explained. | Blind mortise and tenon joint. |
| 4. Book racks. | Continued practice with tools explained. | Bracing, housing or dovetailing. |
| 5. Book shelves. | Continued practice with tools explained. | Through mortise and tenon joint keying. |
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Drawing: Charcoal continued. Draw and shade—bottles, vases, candles, lanterns, old shoes or boots, umbrellas, hats, caps, books, etc. Practice outline work, and blocking in. Give frequent time sketching exercises.

NINTH GRADE. Time—50 hours per year.

The work in this and succeeding classes should involve much of the originality of the pupils in the design of the models, and those principles should be taught which are of vital concern to the boy in developing a broad-minded, well-trained man.

The models of the Ninth Grade to include the miter joint, open mortise and tenon, blind mortise and tenon, and dovetail joints, in addition to those employed in preceding grades.

Models: Six or eight-sided taboret, or a table with drawer, or a standard size chair of the mission style.

To be taught:

Types of wood suitable for the same.

Size of parts with reference to strength and beauty.

The functions of the different joints used in construction.

Staining of models with reference to specific needs.

Plans should be made before construction is started.

The models may be suitably decorated by insized carving, carving in relief, or inlaying.

The models should be designed in accordance with the needs of some specific school or home problem.

Drawing: Charcoal, continued. Draw and shade leaves, fruits and flowers from cast in relief. Draw a face in profile from cast in relief. Study the face, and draw the parts—eye, ear, nose and mouth, mouth and chin, etc.

TENTH GRADE. Time—50 hours per year.

The work in this grade should include models relating to the scientific branches taught, involving, if possible, the principles of mechanics, fluids, electricity, heat, light, sound, and the laws of falling bodies.

Suggestive Project: Induction Coil.

Design of box, size of core, primary and secondary winding, contact breaker, bonding posts, and handles. Battery elements.

The teacher here should require the class to make a study of the principal ways in which electricity is produced, and the principal types and kinds of electricity. Effects of electric currents, and how these are employed by man.

Reference: Induction Coil and Coil Making—H. S. Norrie. How Two Boys Made Their Own Electrical Apparatus—Thomas M. St. John. Manual Training Magazine for December, 1907.

An essay of 700 words should be required of each student, describing induction.

This work should be taken up after a mutual agreement between the teacher of science and the manual training instructor. Begin the making of physical apparatus. If it is not deemed feasible to follow the outline here suggested, it is recommended that one of the following supplementary models be substituted.

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| 1. Desk chair. | 5. Magazine stand. |
| 2. Library table. | 6. Morris chair. |
| 3. Medicine cabinet. | 7. Writing desk. |
| 4. Upholstered stool. | 8. Boat. |

In this case the suggestions given under the Ninth Grade are to be followed and extended. Apply tools and processes used in preceding grades and amplify same.

Drawing: Charcoal, continued. Draw the face from block-head cast. Draw faces from various casts. Draw figures from various casts at the same time, paying particular attention to pose, poise, action, repose, etc.

NOTE.—It is suggested that the type solids used in the Drawing Course be the usual models furnished by any reliable supply house. Where this is impossible, the models may be constructed inexpensively by students in upper grades.

The casts mentioned should be the part of the equipment of every Manual Training School.

TENTH GRADE.—Supplementary.

The study of bees.

The design and construction of a modern hive.

The breeding, feeding, and care of bees.

A study of the honey-producing plants.

A study of the commercial aspects of an apiary.

Reference: United States Agricultural Department Bulletins.

ELEVENTH GRADE. Time—45 hours per year.

The design and construction of a house or building intended for some specific use, in accordance with the modern methods of framing. It may take the form of a model of a barn, or a frame house which is large enough to be used as a play-house on the campus.

Development of beams, girders, struts, weather boarding, flooring, window framing, door framing, rafter cutting, (the length of rafters should be worked out using the solution of the right triangle), shingling, door and window construction, lathing, plastering, finishing, etc.

A study of heating, ventilation, and plumbing can very profitably be made at this time.

Plans should be made before construction is started.

An essay of at least 800 words should be required of each student explaining fully this work.

A COURSE OF STUDY IN PLIABLE MATERIALS.

If, because of local conditions, or for other considerations, it is desired to give a more complete course in textiles than the regular outline requires, the following sequence is suggested. A little, or all, of this may be done, if taken up in order, without in any way impairing the value of the course as a whole.

SECOND GRADE.

Subject.	Material.	Model.
Wrapping.	Cardboard, mailing tubes and raffia.	Napkin ring, picture frame, pinwheel or penwiper, pin cushion, hairpin receiver or work-box or drinking-glass case.

Crocheting, using the fingers instead of a hook.	Cotton twine.	Horse-lines and whip, or chain for whistle, or rug, or hat, or basket.
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Weaving, card-board loom.	Wool, or carpet yarn, or jute, or rags, or silkline (1 inch on bias), or ravellings, or raffia.	Rug or mat.
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THIRD GRADE.

Braiding.	Cord, or carpet yarn, or raffia, or tissue paper, or corn husks.	Mat, broom holder, or schoolbook bag, doll's hat.
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Weaving, card-board, or simple wooden loom.	Macrame cord, or carpet warp.	Doll's hammock.
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Weaving, wooden loom.	Raffia.	Cushion or porch pillow.
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Spool knitting.	Wool or carpet yarn.	Wash-cloth, or doll's Tam-o'-Shanter, or cap for pupil
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FOURTH GRADE.

Knotting.	Raffia, or cord.	Twine holder or shopping bag.
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Weaving.	Rattan.	Mat, round basket with perpendicular sides. Round or oval basket with curved sides.
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FIFTH GRADE.

Basketry.	1. Soft coil basket, making the coil of raffia, wool twine, corn husks, pine needles, wire grass, flags or rushes, rye, oat, or wheat straw, hay, hemp, sweet grass, or cat-tail leaves.
	2. Basket, tray, or plaque, in Lazy Squaw or Tie or Strap Stitch, design in one color.

SIXTH GRADE.

Basketry.	1. Basket, tray, or plaque, in Navajo or Figure 8 stitch, design in one or two colors.
	2. Basket, in Indian or Pomo Stitch.
	3. Basket, in Knot or Lace Stitch.

PROGRAMME COURSE OF STUDY

INTENDED TO ASSIST THE PUBLIC SCHOOL TEACHERS OF THE COUNTIES OF MARYLAND IN MAKING UP SCHEDULE OF RECITATIONS FOR NEW COURSE OF STUDY. THE DIVISION OF SCHOOL TIME IS GIVEN TO SHOW TEACHERS THE RELATIVE IMPORTANCE OF THE SEVERAL GROUP STUDIES. THERE MUST BE SUCH AN ALTERNATION OF STUDIES IN FIFTH GRADE AS WILL PREVENT MORE RECITATION PERIODS THAN ARE PRACTICABLE.

BRANCHES.	FIRST YEAR GRADE	SECOND YEAR GRADE	THIRD YEAR GRADE	FOURTH YEAR GRADE	FIFTH YEAR GRADE	SIXTH YEAR GRADE	SEVENTH YEAR GRADE
READING.....	10 lessons a week.		5 lessons a week.		3 lessons a week.		
WRITING.....	10 exercises a week.		5 exercises a week.		3 exercises a week.		
LANGUAGE.....	Teach in connection with Reading lessons.		*3 lessons a week from text book.				
ENGLISH GRAMMAR..	Oral with language and composition lessons.					*4 lessons a week with text book.	
SPELLING.....	Teach in connection with Reading lessons.		5 lessons a week with text book. Spelling lists. Fifth grade, 3 lessons a week.			(Etymology) 5 lessons a week from text book.	
ARITHMETIC.....	5 oral lessons a week.		5 lessons a week from text book.				2 lessons a week.
GEOGRAPHY.....	Oral lessons. Correlate with Nature Study.		5 lessons a week from text book.			3 lessons a w'k f'm text book	
U. S. HISTORY.....				Oral lessons. Cor. with geog	5 lessons a week.		3 lessons a week.
PHYSIOLOGY.....					3 lessons a w'k f'm text book	3 lessons a w'k f'm text book	
ELEMENT'RY SCIENCE - - HYGIENE.	Fifty minutes a week.						
DRAWING.....	Sixty minutes a week.						
PHYSICAL CULTURE..	Daily exercises.						
VOCAL MUSIC.....	Sixty minutes a week.						
HIST. OF MARYLAND. - - CONSTITUTIONS						2 lessons a week from text book.	
MORALS & MANNERS..	One lesson (topic) each week. The talk by teacher should be reproduced by pupils as composition lesson for following day.						
CIVICS.....				Oral lessons. Correlate with History.			5 lessons a w'k f'm text book

*Begins second half year.

TABLE SHOWING PROPORTION OF PUPILS' TIME FOR EACH GROUP.
Basis 100.

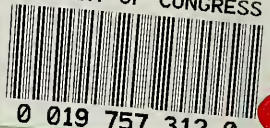
	Group I.	Group II.	Group III.	Group IV.	Group V.
First Year Grade.....	.43	.14	.12	.10	.16
Second Year Grade...	.48	.14	.12	.10	.16
Third Year Grade.....	.40	.18	.16	.10	.16
Fourth Year Grade...	.32	.20	.20	.12	.16
Fifth Year Grade.....	.30	.18	.24	.12	.16
Sixth Year Grade.....	.32	.18	.20	.14	.16
Seventh Year Grade..	.32	.15	.18	.20	.15

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